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ABSTRACT

This guidebook for California teachers of gifted students discusses common issues and concerns, suggests solutions, and identifies resources. Part 1, in question and answer format, covers: characteristics of gifted students, identification, curriculum and instruction, classroom management, special challenges, characteristics of teachers of gifted students, relationships with parents and colleagues, and the importance of gathering resources. Part 2 includes a variety of resources. Among them are the California Association for the Gifted (CAG) statement of philosophy, a list of professional organizations and journals in gifted education, a review of California legislation pertaining to gifted education, and an overview of characteristics of gifted students. Part 3 is an annotated bibliography of 59 print resources arranged by the following topics: general works; grouping; curriculum; creativity; special challenges (underachievement, at-risk students, minority students); social and emotional needs of gifted students; technology; parent information; and books for students. Part 4 presents CAG position statements in the form of a glossary defining key terms, explaining the term's implications, and stating the CAG position. Examples include "ability grouping," "cooperative learning," "core curriculum," "curriculum compacting," "instructional scaffolding," and "non-traditional identification." (DB)

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Meeting the Challenge

A Guidebook for Teaching Gifted Students

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Meeting the Challenge

A Guidebook for Teaching Gifted Students

California Association for the Gifted

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This guidebook is a project of the CAG Educator Representatives. Principal writers are Barbara Clark, Margaret Gosfield, Terrie Grey, Robin Hubbard, Sandra Kaplan, and Victoria Siegel Steinitz.

1996

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INTRODUCTION

Welcome to a new and challenging adventure! You've been assigned to teach gifted students at your school and you want to be prepared to do your best. You probably have mixed emotions, feeling excited by the opportunity to stretch young minds beyond their usual limits, but also feeling uneasy because instruction regarding the teaching of gifted students was conspicuously absent from your teacher education courses.

The fact that you are seeking assistance demonstrates your openness to change and new ideas, a prerequisite for teaching any group of special needs students. A guidebook such as this cannot provide all the knowledge, techniques, and strategies that you will need to become proficient in teaching gifted students; that will take time, experience, and professional training. It will, however, answer some of the questions most often asked by teachers new to gifted education and will provide suggestions as to where you can find assistance for specific problems.

The guidebook begins with a question and answer section that evolved from a brainstorming session of experienced teachers. Issues and situations are identified that most frequently provide the greatest challenges and frustrations during the beginning years of teaching gifted students. Ideas and solutions are then suggested to assist you in your quest to become a more effective teacher. Part II includes a variety of useful resources. Among them are the California Association for the Gifted (CAG) statement of philosophy, a list of professional organizations and journals in gifted education, and a comprehensive overview of characteristics of gifted students.

Part III is an annotated bibliography which is arranged by topic. The topics include those issues in gifted education that usually generate the most concerns among educators and parents such as identification and grouping of gifted students. You will also find sections devoted to resources for parents and special topics such as bilingual, at-risk, and underachieving gifted students. Finally, the CAG glossary in Part IV will help you become familiar with terms related to gifted education. Many of these resources will be useful to share with the parents of your gifted students.

Gifted students can be very demanding of a teacher's intellect, time, and energy. However, teaching and interacting with gifted youngsters can also be enormously rewarding. Take time to enjoy your students and the wonderful things they can teach you while you are teaching them.

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Part I

Questions Often Asked

Characteristics of Gifted Students

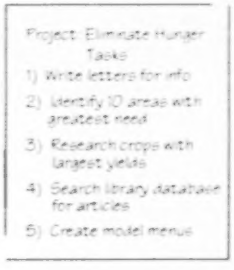
1 How are gifted students different from regular students? from high-achieving students?

Gifted learners, generally, show characteristics that differ from their age peers in every area of function: cognitive, affective, physical, and intuitive. They also differ from each other as each gifted learner has unique patterns of characteristics and interests. Differences commonly found between most gifted learners and their age peers that require differentiated curriculum are: **advanced comprehension and a faster pace of learning** that can cause them to be at least two to eight years ahead of the regular age-graded class in some areas; **a need for complexity and intensity** that these students often bring to an area of study, so that they are seldom challenged by the material presented to their age group; a desire for **depth** shown through the ability to make connections, find unusual relationships, and move from facts to principles, theories, and generalizations; and a search for **novelty** through alternative and varied input and processes.

Often high achievers are confused with students who are gifted. While there can be no certainty as to clear distinctions in every instance, gifted children usually exhibit the ability to generalize, to work comfortably with abstract ideas, and to synthesize diverse relationships that are too difficult for students of the same age who are not gifted. The high achiever generally functions better with knowledge- and comprehension-level learning than with abstract and open-ended material. Although high achievers earn good grades and accomplish much, they lack the intellectual range and diversity of the gifted. Some high achievers need only increased opportunity to develop giftedness; others become frustrated by more complex challenges. A responsive learning environment is the teacher's best way to provide appropriately for both types of learners.

2 If gifted students are so smart, why can't they spell correctly, complete work on time, or perform well in all school subjects?

For some gifted students it is much easier to generate great ideas than to carry them out. Attention to detail may be boring and editing written material may be dull; finding and solving problems is far more exciting. Usually the mind is well advanced and moves faster than the physical processes needed to record the ideas. The students must be taught to value the process and product with pride. Working on real-world problems that matter to the student can be an important way to teach follow-through and attention to detail.


Project: Eliminate Hunger
Tasks
1) Write letters for info
2) Identify 10 areas with greatest need
3) Research crops with largest yields
4) Search library database for articles
5) Create model menus

If someone besides the teacher or a classmate will be receiving the student's product, there is a greater motivation to excel.

Incomplete work may be the result of choosing not to do the same thing over and over. Often the gifted student mastered the skill being taught years before and finds continuous repetition frustrating. By assessing what has already been learned the teacher can prevent reteaching skills.

Students differ in the areas of their strengths

for each learner is unique and has had different experiences. Even gifted learners will not have had experiences or interests in all academic areas. These students need an opportunity to be challenged in the areas in which they are advanced. With flexible grouping in the classroom, the teacher can provide appropriate levels of learning experiences for all learners.

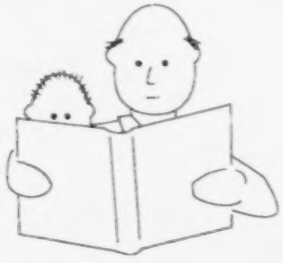
Also, gifted students are often perfectionists who will not turn in work that does not meet their high self-expectations. For example, sometimes beautiful poetry is tossed away because the author did not feel it was what his or her image of it had been. Other situations may discourage completion of work such as teachers voicing suspicion that the student could accomplish such advanced work without adult help, the students' time being overscheduled by involvement in too many activities, or students deciding not to do their best in order to gain peer acceptance.

3 Why do some gifted students' actions seem so immature when compared to their academic abilities?

Gifted students often can perform two to eight grade levels above their age peers in some academic areas. They are, however, still young and will often act socially and emotionally like students of their age: The difficult part is the lack of consistency between gifted students, or even between traits of a single gifted student, in social-emotional behavior. Just when you are engaged in a very mature, even profound conversation with a 10-year-old gifted youngster, something may happen to cause the student to expose a lack of experience and you will be faced with the behavior of an average 10-year-old. This can be very disconcerting and unexpected. Although the problem-solving ability of a gifted youngster is usually advanced and can be used to help the youngster operate more successfully emotionally and socially, such processes are not automatic and may need to be taught. Gifted students benefit from opportunities to work and socialize with their intellectual peers for this reason. Instead of becoming elitist, they develop a far healthier and more realistic concept of themselves when they are given the opportunity to learn affective skills in these settings.

4 Aren't some students considered gifted just because their parents pushed them or they had more advantages than other students?

From the data neurobiology is currently providing, it is evident that nearly all children are born with very complex and unique brain structures. While each child is different, they all seem to have extraordinary potential. For giftedness, our label for high intelligence, to develop, an interaction will be required between the heredity the child is born with and the learning opportunities that are provided by the child's environment. Scientists believe that it is misleading to think that either genes or the environment is more important. Any reference to high-IQ genes must be seen as a misnomer because the discernible characteristics of a person always depend on the person's particular environment. Parents who provide an enriching environment are allowing their children to develop more of their potential and, therefore, more of their giftedness. The concept of intelligence, and therefore giftedness, is dynamic; every person may develop more ability throughout life. Of course, that also means that if we do not use and challenge the abilities that we were born with, they will not develop. This idea of using our abilities or losing them is a very important one for parents and teachers to understand. We do not



know all the experiences that are needed or which are most important for optimal development, but parents who provide a variety of cognitive, affective, physical, and intuitive learning experiences for their children will be allowing those children to develop far more of their intelligence than will those who let learning happen by chance.

5 Why are there so many more gifted children identified from affluent families than from poorer families?

Intelligence is the result of the interaction between the inherited brain structures and the opportunities those structures have to develop through experiences provided in the environment. Some families provide more time, better nutrition, and a wider variety of learning experiences addressed more specifically to the unique needs of their children. While it is possible for families from all socio-economic groups to provide stimulating and responsive learning environments, it is often very difficult for those within the poverty range to focus their energy and resources on this goal. With the lack of priority and support that our society gives to early learning, families that do not already have the knowledge or ability to provide such experiences will be far less able to do so. The result, regardless of what test is administered, is inhibited brain development due to environmental factors.

Even if we were just to consider success in school instead of a more holistic concept of intelligence, we would find that such success relies on the development of school-related skills, ability to practice what is learned, and encouragement to stay motivated to achieve. All talent requires nurturing to develop and some families provide this support more easily than others. The amount of gifts and talents that is wasted by the inability of a child to get the support needed to develop them is beyond imagining. Again, use it or lose it is an important axiom.

IDENTIFICATION

1 What criteria are used to qualify students for gifted education programs?

There are no specific state-wide criteria for identifying gifted children. However, California regulations provide general guidelines for identification of gifted children, leaving the details to individual districts. In their applications for state funding, districts must delineate the specific identification criteria they believe are most appropriate for their particular school population. As a result, the criteria used in a given school district may be different from that of a neighboring school district.

The regulations found in Title 5, Chap. 3, Sec. 3822 of the California Education Code include the following points:

a. Each school district's governing board shall define the "demonstrated or potential abilities" that will be the criteria for giftedness in its district.
b. Each district shall use one or more of six categories for identification:
   1) Intellectual ability - general cognitive intellectual development that is significantly higher than that of chronological peers.
   2) Creative ability - high levels of ability in creating unusual, unique, and meaningful contributions and solutions.
   3) Specific academic ability - consistently high functioning in one academic area.
   4) Leadership - unusual ability to inspire, guide, direct, or influence others.
   5) High achievement - consistently high functioning in academic areas.
   6) Performing and visual arts - high levels of ability in origination, performance, and production in any area of the arts.
c. Title 5 regulations permit districts to select the specific assessment instruments they wish to use during identification, and the levels of performance they require for eligibility.
   The regulations allow a school district the flexibility it needs to tailor its identification requirements, and consequently its service program, to meet the needs of its particular students.
d. Each governing board shall have clearly stated procedures for reviewing the records of any pupil who has transferred from a district in which that student was certified as gifted, in order to determine the status of the student in the new district.

2 What are the steps in the identification process?

The steps in the identification process may vary just as do the eligibility criteria. The process in most districts, however, has several common elements including:

- Dissemination of information to parents and teachers stating the program's purpose, requirements, and the screening calendar. This may be done through form letters to parents at certain grade levels and/or through school and district newsletter announcements.
- Referral of students by parents, students, or school staff. Parents and school staff, or the students are invited to refer specific individuals for screening for possible admission to the program. Signed parent permission forms for testing are collected at this time.
- Collection of screening data. Information to be used may be obtained from a variety of sources including, but not limited to, any combination of the following:
  1. Standardized achievement scores
     - Comprehensive Test of Basic Skills (CTBS)

- Iowa Test of Basic Skills (ITBS)
- Stanford Achievement Test (SAT)

2. Student portfolios
3. Teacher/parent checklists
4. Standardized ability tests
   - Otis Lennon School Ability Test
   - Raven's Standard Progressive Matrices
   - Structure Of Intellect (SOI)
   - Test of Nonverbal Intelligence (TONI)
5. Standardized intelligence tests
   - Weschler Intelligence Scales for Children (WISC)
   - Stanford-Binet Intelligence Scale
   - Kaufman Assessment Battery for Children
   - Slosson Intelligence Test
   - Leiter
6. Alternative screening assessments
   - Rapid acquisition of English appraisals
   - Baldwin Identification Matrix
   - Observation checklists
   - Community sources
   - Student Study Team process
   - Peer nominations

- Review of information and decision making. This last step is usually done through a committee review. It should be emphasized that state regulations require that ***no single test or measure be used*** as the determining factor in identification, but rather, multiple criteria must be used.

If your district receives state funding for a program for gifted students, it is required to have a written description of its identification process included in its state application. Request a copy so that you have your own reference guide.

3 What is the teacher's role in the referral process?

The teacher is usually the key person in making referrals. District office personnel often have limited contact with students and must rely on those who work most closely with them—their teachers and parents. Because of this key role, it is essential that all teachers be knowledgeable in recognizing the characteristics of giftedness. Too often teachers refer only those students who complete homework, follow directions, cooperate, and rarely question authority.

It is important that teachers be taught not only what might be considered as positive traits of giftedness, but also those traits which may mask giftedness such as hyperactivity, shyness, daydreaming, underachievement, and sarcasm. You will find another section in this

guidebook devoted to the topic of characteristics. There is also an extensive listing of character traits in the resource section.

Another key role of the teacher is to prepare students and parents for the testing process. Since most districts require at least one standardized test, students may have concerns about this testing. If students are to do well during testing, it is important that their anxiety be reduced as much as possible. Therefore, when any student or parent inquires about the testing process, the response should be positive. Explain that the testing is a diagnostic function, and that through it, the school and the parents can gain information to help determine the best educational plan for the individual student.

It is best not to make comments such as, "Your child is the brightest I've ever had; he should breeze through the test." Such comments will make it more difficult for the child and parent to accept the results, should the child not qualify.

4 How do I respond to a parent's request for screening if I don't agree that the student may be gifted?

Student and parent requests for screening should always be honored. The gifted program at your school must be an equal access program, and sometimes parents can more readily identify gifted traits in their children than their teachers can.

However, if you believe the parents' request is based on an unrealistic assessment of the student's abilities, you may wish to share the specific district eligibility requirements and show the parents where their child stands on already known results such as achievement scores. It is not in a child's own interest to be set up for "failure" unnecessarily.

5 How do I address parent complaints regarding students who do not qualify?

This is often the most uncomfortable aspect of screening and identification. No matter how sensitively you have dealt with the issue of possible disappointment, this may be difficult for the students and their parents to internalize or accept.

You might consider several questions before responding to a parent or child who has not qualified for your district program.

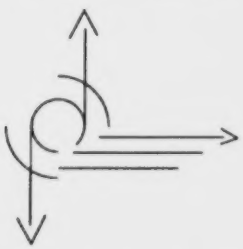
- Is this a very young child (first, second, or third grader), or a child who is young compared to his or her classmates? Maturity level is often a factor in testing. Very young children may not be able to perform well on standardized tests because they have had little testing experience and their powers of concentration may be limited. If the child is young, it may be necessary to monitor and retest at a later time. Districts vary as to how much time they require to elapse between testings; check with your program coordinator.
- Were you surprised by the results? Did you expect the child to qualify easily? You may wish to ask the testing coordinator for more detailed information about the student's screening results to learn the student's strengths and weaknesses. This can help you decide whether or not to suggest retesting at the next testing period. Refrain from making comments such as, "I can't understand this; the GATE Office must not know what it's doing." Check the specific results first so you will be able to make an informed response.
- Are the results what you expected? If so, remind the parents that the screening process should be viewed as diagnostic. The assessment helps determine the best educational plan for the individual child. Placement in a program that is too advanced would not be in the student's best interest, and may result in a long-term negative effect on the student's self-esteem.

Stress the student's positive qualities. Acknowledge that testing is not completely accurate, and that's why retesting is important. Emphasize your ability to provide appropriate challenges for the child even though he or she is not eligible at this time for the gifted program.

Curriculum and Instruction

1 Should I enrich or accelerate the curriculum for gifted learners?

Gifted learners need strategies for *both* enrichment and acceleration in their educational programs. Most important, learning experiences must be designed from the assessed abilities, interests, and needs of the students and include evidence of mastery of knowledge and skills required in the core curriculum. When curriculum and instruction are designed in this way it is called differentiation. Differentiation is important for all students with special needs if they are to optimize their fullest capabilities. Gifted learners



have been found to often need materials and activities that are more advanced, complex, and in depth, and instruction that proceeds at a faster pace than do other students, so they will require both enrichment *and* acceleration. These strategies are but two of the many that should be included in the educational planning for gifted learners.

2 Should there be a separate or special course for gifted students?

The concept of differentiating the curriculum is not synonymous with providing a special or separate course of study or curriculum for gifted students. The intent of differentiating the curriculum is to modify or adapt the core curriculum to be responsive to the needs, interests, and abilities of gifted students wherever they are found. While the purpose of differentiating the curriculum is not to create a special or separate curriculum or course of study for the gifted, the process of differentiating the curriculum can lead to a unique set of educational experiences that can appear to be separate or special from those activities traditionally perceived as part of the curriculum for all students. A separate or special course of study or curriculum can be a natural consequence rather than a deliberate design of differentiating the curriculum for the gifted.

3 What is the meaning of the term differentiation?

It is acknowledged that students differ from each other. It is understood that gifted students differ from other learners. The term differentiation defines educational experiences that respond appropriately to the needs, interests, and abilities that distinguish differences between and among students.

In gifted education, the meaning of differentiation has its origin in various philosophical beliefs and educational theories:

Trait theory. Within this theory, differentiation is defined as the provision of learning experiences that correspond to the traits of gifted students. For example, one trait that distinguishes gifted from other learners is heightened curiosity. Differentiation becomes the means by which curiosity is recognized and stimulated in the gifted student.

Compensation theory. Within this theory, differentiation is defined as the provision of

educational experiences that offer the learner valuable areas of study the core curriculum has omitted or minimized. For example, if the social studies core curriculum omits emphasis on the lives of American heroes, the differentiated curriculum may include the study of the lives of heroes by adding activities related to biographies, autobiographies, and historical fiction.

Extension theory. Within this theory, differentiation is defined as the provision of opportunities for gifted students to study areas that further develop the core curriculum. For example, the language arts core curriculum introduces simple rhyming poetry while the differentiated curriculum could extend these experiences to include writers of more complex poetry and their varied forms of expression such as Nash's limericks and Shakespeare's sonnets.

Challenge theory. Within this theory, differentiation is defined as the provision of curricular experiences that cause gifted students to think independently, study areas of the core curriculum in depth, and venture into new and varied topics and ideas of study that are beyond the expectations of the core curriculum. For example, the science core curriculum can present the study of biomes while the differentiated curriculum introduces gifted students to the concepts of climax community and succession and the generalization that "all systems are ordered to attain a specific purpose."

The definition of differentiation in gifted education has been debated, redefined, and refined over the years. In reality, the meaning of differentiation is a composite. It is the response to the characteristics of gifted students and an extension of the regular or core curriculum for the purpose of creating challenge in the learning opportunities for the gifted.

Sometimes it is easier to define what differentiation is not:

- Differentiation is not intended to be a reward or punishment for being gifted; it is the right of all students to have an appropriate curriculum responsive to needs, interests, and abilities.
- Differentiation is not intended to deliberately segregate students from each other.
- Differentiation is not intended to be curricular experiences that are merely flamboyant or labeled as "fun" or entertaining without educational value.
- Differentiation does not consist of disjointed activities; it involves a comprehensive curriculum.

4 How can a differentiated curriculum be developed?

All curricular experiences are developed by determining these elements:

- Processes or skills
- Content or subject matter
- Product or forms of transmitting and sharing learnings.

Differentiation of curriculum is achieved by modifying one, some, or all of these elements. Table 1 shows how changes or modifications can be made in one element and eventually in all elements of a curricular experience to formulate a differentiated learning opportunity for gifted learners.

Modification in process, content, or product can be effected by applying the curricular options. (See Table 2)

Modification of the curriculum must be accompanied by modification in instruction.

TABLE 1

Curriculum Elements	Process	Content	Product
Core Curriculum	List	causes of the American Revolution	and make a chart.
Differentiated curriculum modifying process	Differentiate between the factual versus opinion based	causes of the American Revolution	and make a chart to share these differences.
modifying process and content	Differentiate between the factual versus opinion based	causes of the American Revolution by examining the perspectives of the farmer, industrialist, and politician	and make a chart to share these differences.
modifying process, content and product	Differentiate between the factual versus opinion based	causes of the American Revolution by examining the perspectives of the farmer, industrialist, and politician	and prepare to debate a point of view.

TABLE 2

Process	Content	Product
Use of critical thinking skills: - differentiate fact vs. opinion - give supportive evidence - judge with criteria - note ambiguity	Provide greater depth: - note details - identify patterns - state unanswered questions - discuss ethical considerations - identify generalizations, principles, theories	Introduce more sophisticated forms of visual, kinesthetic, written, and oral presentations of learning.
Use of creative thinking skills: - combine - redesign - substitute - predict	Provide greater complexity: - relate ideas over time - discuss concepts from different points of view - relate ideas within, between, and across disciplines	
Use problem solving skills: - define the problem - hypothesize - verify a solution		

In many cases, teacher-directed group instruction must be replaced by inductive reasoning, inquiry, and student-directed independent study.

Materials should be available to gifted students that transcend grade and age levels. The abundant use of primary references is suggested. Most important, gifted students should be expected to access information from multiple and varied printed and non-printed resources.

Teaching strategies should encourage gifted students to develop responsibility for their

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abilities. Novelty is a type of differentiation that expects gifted students to assume responsibility for their education.

5 Should all students be provided with differentiated curricular activities similar to those provided to the gifted?

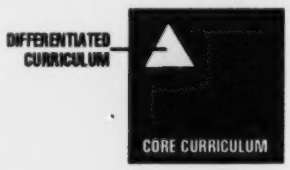
The primary goal of gifted education is to provide a differentiated curriculum that recognizes and responds to the needs, interests, and abilities of gifted students and translates their potential into performance. To attain this goal, the differentiated curriculum is often perceived by teachers, administrators, parents, and students to be of greater value and interest than is the regular curriculum. Concerns of equity and access related to the differentiated curriculum have been expressed: Is it fair to have some students provided with a more challenging curriculum? Why can't *all* students experience a differentiated curriculum?

Not every student is ready for a differentiated curriculum. Many students struggle just to keep up with the regular curriculum; making assignments more complex may be overwhelming. However, the differentiated curriculum for gifted learners is appropriate for any student who expresses or exhibits the behaviors or potential that define giftedness, and should be available to any student who demonstrates readiness for it. The development and implementation of a differentiated curriculum appropriate for gifted students does not equate with the withholding and denial of this same curriculum to other students who may not be identified as gifted but who are in need of such curricular experiences. A significant result of a gifted program and its differentiated curriculum is that it can spill over to positively affect general education and the educational experiences of all students. Over time, a good teacher may see an increase in the number of children who are ready to try at least some of the differentiated assignments.

6 When and how do teachers implement a differentiated curriculum?

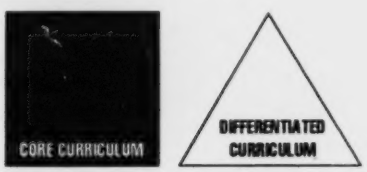
There are many patterns teachers can use to provide a differentiated curriculum to gifted students.

Sometimes, the differentiated curriculum is an integral feature of the regular or core curriculum. This pattern enables gifted students to participate in the core curriculum and subsequently engage in the differentiated curriculum.



Example - all students are studying ancient civilizations; the differentiated curriculum asks gifted students to examine the political and social patterns responsible for the rise and fall of ancient civilizations.

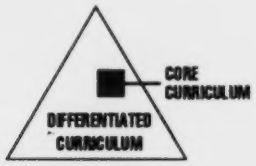
Sometimes, the differentiated curriculum is parallel to the core curriculum. This pattern provides gifted students with an opportunity to simultaneously study the core and the differentiated curricula.



Example - All students are studying graphs and tables (core curriculum) while, at the same time, gifted students are studying the ethics related to statistical reporting (differentiated curriculum).

Sometimes the differentiated curriculum is the predominate curriculum and the core curriculum assumes a secondary position to the differentiated curriculum. This pattern allows

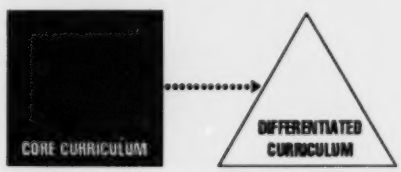
gifted students, especially in full-day classes for the gifted, to focus on the differentiated curriculum without disregarding the value of the basic or core curriculum.

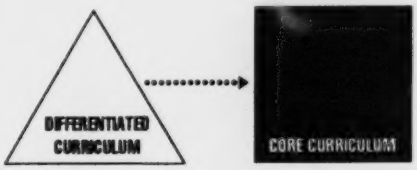


Example - Gifted students are studying alternative media such as editorials, cartoons, and advertisements to present an idea (differentiated curriculum) while emphasizing the elements of writing an expository paragraph (core curriculum).

Regardless of the pattern selected to provide differentiated education experiences to gifted students, the core curriculum must be a significant contributor to the education of gifted students. The core curriculum represents the foundation for determining what and how differentiation will take place for gifted students.

Differentiation must recognize the gifted students' prior knowledge and skills and allow these students credit for previous learning. All students, including gifted students, vary in their readiness for differentiated learning experiences. Since a differentiated curriculum is built on the foundation of the core curriculum, successful completion of the core curriculum should not be the only method to access the differentiated curriculum. Some gifted students enter the differentiated curriculum as a consequence of their performance in the core curriculum. However, other gifted students might enter the differentiated curriculum as a stimulus to the core curriculum.





Classroom Management

1 Do I discipline gifted students differently than average students?

Gifted students respond best to clear guidelines and consistent actions, as do all students. If you include choices, flexibility, modeling of effective behavior, and shared responsibility for behavior, most students are likely to respond with appropriate actions. Gifted students are especially responsive to the use of reason and an appeal to their sense of justice.

When it comes to standards of behavior, all students in the class should be treated equally. Do not set your gifted students apart with higher or lower expectations of behavior than the rest of the class. Gifted students are particularly sensitive to situations or treatment which they perceive to be unjust or unfair. Also, remember that while their intellectual abilities may be advanced, gifted children are still children and may not always be comparably mature in their social interactions. Examples of some techniques that work well for all students, and are essential for gifted students are one-to-one discussions, clear and concise rules, and interspersing of physical activity with seat work.

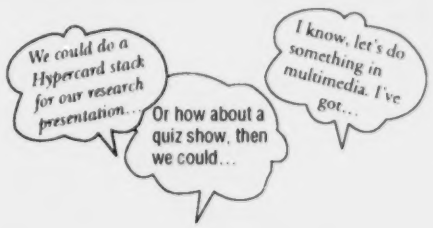
2 What do I do with the student who always finishes early?

Gifted students in regular classrooms will most often finish early if they are given the same tasks as everyone else. It is not appropriate to simply give additional assignments to those who finish early; this penalizes students for rapid performance. A differentiated curriculum should offer gifted students engaging activities which will not only keep them on task, but stimulate and challenge them as well. The teacher must plan ahead to substitute a more challenging activity for an easy one, or allow students choices of assignments.

It should be noted that it is not necessary for a student to be constantly engaged in school work. If students finish early even using differentiated curriculum, non-academic choices which are not distracting or disruptive to others may occasionally be made available. It may be appropriate to work on another project, read a book, or write in a personal journal.

3 Why do my gifted students talk so much and what do I do with the one who tries to take over the class?

Be prepared to tolerate a greater amount of talking in your gifted class. Most gifted students have very high verbal skills and verbalizing is part of their processing ability, especially when they are doing group work. As their teacher, you need to listen to their dialog


We could do a Hypercard stack for our research presentation...
Or how about a quiz show, then we could...
I know, let's do something in multimedia. I've got...

and distinguish between productive and non-productive talk. You will soon become adept at this and able to draw the line between the two; talking that is productive should be encouraged while that which is disruptive to the learning of others should not be tolerated.

Intellectual discussion should be encouraged; special activities such as speech, debate, readers' theater, oral interpretation, and collabora-

tive learning groups are especially suitable to these naturally verbal youngsters.

As for students dominating or trying to take over the class, you should seek to discover why the behavior is occurring. Some students may simply be so excited about new knowledge or ideas that they are overly enthusiastic about sharing them. Others may lack self-confidence and use this method to try to gain attention. They may not be aware of how their behavior affects or influences others. A possible solution would be to discuss the situation privately and ask for the student's suggestions for solutions. Be clear with the student about who is in charge of the classroom, however. In the bibliography section you will find valuable references regarding the social and emotional needs of gifted children.

4 Why are some gifted students so disorganized?

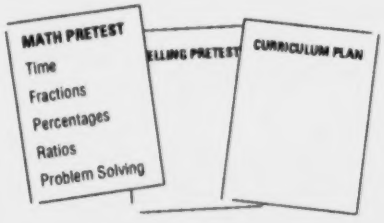
You have a student whose backpack looks as though it was hit by a tornado, with rumpled papers and dirty gym socks crammed in along with books and a leftover sandwich. When the student tries to find homework, the chances of success are pretty slim.

Gifted students are often very intolerant of detail or routine. They need assistance in developing techniques that will keep their school work and belongings in order. The bibliography section lists some student-focused books that are useful for this purpose.

It is important, however, to distinguish between apparent disorganization of things and disorganized thinking. It is possible that the student has developed a unique organizational system. Although it may not be the same as yours, it may be quite effective. If the student can retrieve papers and other materials satisfactorily, leave the issue alone.

5 How do I provide for individual differences among my students?

The use of a differentiated curriculum is the optimal way to address this concern. While occasional memorization, drill, and practice may be appropriate for some learners, gifted students usually find these strategies to be stultifying and frustrating. By using pretests, you can determine how much mastery students already have and offer learning experiences appropriate to their level of development.



Providing a differentiated curriculum involves choices, flexible grouping, and creation of a responsive learning environment.

Becoming skilled in differentiating curriculum takes effort on your part, but you will find it well worthwhile. Start by reading some of the resources listed in the bibliography in the section on curriculum. You may also wish to call the CAG Office at 415-965-0653, to receive information on state-wide CAG Teacher Institutes, two-day workshops that provide in-depth training and practical applications of differentiated curricula.

Within the classroom, try not to set gifted students apart because of their giftedness. Undue amounts of praise ("Let's all try to do as well as Susie."), or critical statements ("You're gifted and you missed a simple problem!"), do not contribute to the development of a positive self-concept. Becoming more familiar with the social and emotional needs of gifted students will assist you in your daily classroom responses.

Special Challenges

1 What do I do with the gifted student who doesn't produce?

"It's enough to drive a teacher to distraction; Scott has so much talent but never finishes a project!" "Corrina seems to have a high level of skill in class discussion, but she never turns in completed essays. What can I do?"

These are not uncommon concerns for teachers of gifted students. It is important to recognize that gifted underachievers are not all alike. Different causes of underachievement may require different treatments. The teacher's first task is to try to determine why the student is not achieving. This will vary among students, but several common causes include:

- **Inappropriate and unchallenging curriculum.** When students are asked to relearn concepts previously mastered, they lose interest, motivation, and consider the completion of an assignment not worth the effort. This may result in a failure to develop study skills that will later be needed for advanced work.
- **Perfectionism.** "What's Bad About Being Too Good?" is the sub-title of an excellent resource for students who don't complete work because they don't consider their efforts good enough. Teachers and parents may have observed a student working on a project that looks great but never gets handed in because it doesn't meet the student's own standards.
- **Gaps in academic skills.** We often take for granted that bright students already know the basics. Teachers must check to ascertain whether or not there are gaps in skills and make provisions to fill them where necessary.
- **Lack of self-confidence.** A surprisingly large number of gifted students lack self-confidence. Many are able to put on a good front and act as though they are perfectly at ease, but inside they are wondering if someone made a mistake in the identification process and whether they really belong in the gifted group. They are fearful that they may not be able to live up to their own expectations, or those of parents and teachers. They may conclude that it is better not to turn in an assignment at all than risk having it judged as inadequate.
- **Social immaturity.** Gifted students are often the youngest members of a regular class since they frequently are early starters and they sometimes skip grades. Their social skills may not be at the same level as their academic skills. They may demonstrate their social ineptitude through unwillingness to perform academically. Resources for dealing with the social and emotional aspects of giftedness may be found in the bibliography.

Strategies that have been useful in addressing underachievers include designing more appropriate curriculum, special counseling, working with a mentor, and parental involvement. It is possible that providing choice, an independent project, or accelerated instruction may assist in resolving the problem. Teacher materials on underachievement can be found in the resource section of this booklet.

2 How can I teach a gifted Limited English Proficient (LEP) child in an English-speaking class?

The optimum situation for a gifted LEP student in an English-speaking class is to have a bilingual person available to relay information. But this is not always possible. Another alternative is to use a sheltered English approach. This technique involves the use of

slower speech rate, manipulatives, charts, drama, diagrams, and other visuals which assist in sending and receiving information. Abstract concepts and advanced vocabulary would still be used, but additional time to review vocabulary would be provided. Sometimes gifted LEP students only need to learn new vocabulary for concepts already understood in their primary language. You can get assistance in sheltered language techniques from your district bilingual specialist, and you will find resources on the topic listed in the bibliography.

It is also helpful to seek out the assistance of a bilingual teacher at your school. This teacher may have useful resources and is almost certain to be willing to share ideas and techniques. Remember, these are "our" students and you should take advantage of collaboration in serving special needs students. You should not expect to do it all by yourself.

3 Are there other at-risk gifted children?

Being gifted does not exclude a student from being at risk. The factors that contribute to becoming at-risk students in the general population also affect gifted students. Thus, in addition to at-risk gifted students with different language backgrounds, we also find at-risk gifted students who are economically disadvantaged, culturally diverse, physically handicapped, mentally or physically abused, substance dependent, or learning disabled. To this we can add the special category of gifted adolescent girls who feel tremendous pressure at this age to conform to stereotypical expectations of female behavior which don't fit with their abilities. There may also be highly gifted students who may be too advanced and learn too quickly to be challenged even in gifted classrooms. They may be better served in highly gifted classes. For suggestions on how to serve these students, see the Special Challenges section of the bibliography.

4 How do I mesh the techniques of teaching special education students with the techniques appropriate for gifted students?

It is important to remember that some instructional techniques and strategies are appropriate for both groups. Some gifted students may have disabilities and be placed in special education programs; others are most appropriately served in the regular classroom. Many of the strategies for effective teaching should be used with both populations. The IEP for a special education/gifted youngster should specify special services which will be provided to the student, and special education funding should be available to pay for services beyond those normally provided to all students. The differentiation of the curriculum must include both the needs of the student that are related to the disability and those related to the giftedness. Further discussion and suggestions for teaching disabled gifted students may be found in the resource section.

5 Is equity served if a child has so much attention in so many areas?

Thomas Jefferson reminds us, "There is nothing more unequal than the equal treatment of unequal people." Children do not choose to come to us with special needs, they are simply there. It is the job of educators to meet their needs in the best possible manner. If we recognize that a child with multiple needs may not fully develop and may even lose ability if appropriate challenges are not provided, differentiated curriculum becomes clearly equitable. It is not the quantity of special needs attended to which should be emphasized but the quality of addressing those needs.

Characteristics of Teachers of Gifted Students

1 What characteristics do I need to be successful and comfortable in teaching gifted students?

The first requirement is a strong commitment to the reality that gifted students have special needs and require differentiated curricula and specialized teaching methods. Simply grouping gifted students together without changing curriculum will not meet their needs. Teachers who give the same assignments, recommend the same resources, and use the same methods for their gifted students as they do for their regular students do a disservice to the gifted learners. According to research, grouping alone does not provide significant benefits for gifted students; however, grouping gifted students with their intellectual peers does provide important gains in academic and social emotional achievement when the curriculum is differentiated to meet these needs. Current research also shows that such grouping does not hinder the progress of other students. You will find numerous references to research on grouping in the bibliography section of this guidebook.

You need confidence in your ability to teach and should be willing to admit fallibility. The teacher who tries to bluff a class of gifted students into thinking the teacher knows all the answers is headed for trouble. The students will inevitably recognize the bluff and regard the teacher with less respect. It is much better to serve as a role model, showing that it is acceptable to say, "I don't know; let's find out." It demonstrates that the teacher considers learning a lifelong process and allows the students to take intellectual risks; the students recognize that they don't need to know all the answers as long as they're willing to explore the questions. The teacher will gain the students' respect for being both human and honest.

You must be able to tolerate less teacher dominance and more student choice in the classroom. Gifted students are particularly averse to conventional lecture, drill and practice, and prepackaged learning. They respond much more positively to real, hands-on problem solving activities that make use of a variety of resources. Choice of the mode of investigation and of final products to demonstrate student knowledge are also effective strategies.

You need to be able to tolerate more talking in class than is typical in regular classes. Most gifted students are very verbal and use this verbal ability in processing information and solving problems. Learn to distinguish between productive, task-oriented talk and that which is counter productive; encourage active learning.

A sense of humor is a big asset. Being able to laugh with your students is an advantage to every teacher; the benefit is simply accentuated when teaching gifted students. Your gifted students will often be able to appreciate and offer sophisticated humor to the delight of both students and teacher.

It will be important for you to continue your own quest to become more knowledgeable in gifted education. In contrast to all other special needs student populations, most teacher education programs provide little or no instruction in teaching gifted students. While it is often necessary to start teaching gifted

students with a relatively small amount of knowledge of the field, it is your responsibility to educate yourself further in understanding and providing for the needs of your gifted students.

2 Is there anything special that teachers of gifted students should know that is different from good teaching practices in general?

Teachers of gifted and talented students should use practices that promote good teaching and learning, and, in addition, those that address the unique needs of gifted and talented learners. The basic knowledge base and abilities needed to be effective with these learners include:

- A knowledge and valuing of the origins and nature of high levels of intelligence.
- A knowledge and understanding of the cognitive, social, and emotional characteristics, needs, and problems found in gifted and talented students as a result of their development.
- A knowledge of and access to advanced content and ideas.
- An ability to develop a differentiated curriculum appropriate to meeting the unique learning needs of gifted and talented students.
- An ability to create an environment in which advanced and accelerated gifted and talented students can feel challenged and safe to explore and express their uniqueness.

3 Do teachers of the gifted need to be gifted themselves?

While it is not necessary for teachers of the gifted to meet the criteria for giftedness, it is important that they be bright, secure in their self-confidence, enthusiastic about learning, and understanding of the differences a high level of intelligence creates for the student. Openness, caring, flexibility, and personal commitment mean a lot to the students, and the processes of thinking must be ones you also are experiencing if you are to lead someone else through the development of these skills. A teacher of the gifted need not be gifted, but should be intelligent at an above-average level, enjoy being with intelligent people, and be constantly growing in exciting ways.

4 How can teachers educate themselves in the field of gifted education?

Continue reading. You will find a detailed bibliography and extensive resources in this publication to help you with this task.

Get to know your district Gifted and Talented Education (GATE) Coordinator and your district's program guidelines. Every California district receiving GATE funds is required to

have an application/plan available to the public which details the district's objectives, means of identification, and program services. Add a copy to your resources.

Attend district, regional, and state workshops and conferences on gifted education. Ask your district coordinator to keep you informed of dates and locations of workshops and conferences. Attendance at these sessions will not only add to your professional knowledge, but you will also be joining a network of colleagues in gifted education who can become both friends and resources.

Participate in a formal training program. Although there are only a limited number of institutions of higher education in California that offer programs in gifted education, call the university or college nearest to you for information on their program. Another useful option to gain knowledge in this area is participation in the CAG "Certificate of Completion" program that provides a variety of choices for building your skills and a CAG mentor to assist you. You will find further information about the Certificate of Completion in the resource section. CAG is also providing for teacher education by offering Teacher Institutes conducted several times a year throughout the state. These are two-day sessions led by professionals and focus on ways to differentiate curriculum and provide other strategies to meet the needs of gifted students. Call the CAG office for the dates and locations of current institutes.

Relationships with Parents and Colleagues

1 How do I help parents understand the nature of giftedness in order to assist their child?

Recognize that parents of gifted students, especially of those recently identified, are often bewildered as to what their role and responsibilities are. Start communicating with them early rather than waiting for problems to arise. Discuss traits and characteristics of giftedness, differentiation of curriculum, and how you plan to meet their child's unique needs during back-to-school night or the fall open house. If you have only a cluster of gifted students, consider a special after school or evening session for their parents; you will gain valuable support for your program.

Start a periodic one-page class newspaper to let your parents know what is happening in your class and include pertinent short pieces regarding the needs of gifted students. Have plenty of resources available; a reading list is a must. You will find good suggestions and resources throughout this guidebook. You may wish to reproduce parts of this guidebook to distribute to parents.

2 How do I help parents set realistic expectations for their gifted children?

Remind parents that their gifted children are children first and gifted second, and they have social and emotional needs as well as intellectual abilities. Constant focus on their intellectual abilities may lead children to believe that they are loved for their classroom or cognitive achievements and not for themselves. You will find helpful resources in the bibliography section regarding the social and emotional needs of gifted children which you may wish to share with parents.

Point out that gifted children are not necessarily gifted in all areas, nor is their achievement at the same level every year. For example, their children may be very strong in math, but not in language arts. It is unrealistic to expect gifted students to excel in everything they do. Indeed, failure to meet unrealistic expectations can lead to lowered self-esteem. Suggest that parents show their children that they value them for all of their abilities and help them balance the children's intellectual, social, and physical growth.

3 How do I deal with parents who are overbearing and demanding?

Parents are often frustrated with years of attempting to obtain appropriate education for their children. This frustration can appear to be overbearing and demanding behavior. By showing a genuine interest in their children's needs you can often change the tone and attitude of the parents' demands.

You do not need to be defensive; instead, involve parents in problem solving. Acknowledge that you do not have all the answers, and that you appreciate their input in order to improve a given situation. This doesn't mean that you relinquish your rights or responsibilities regarding educational decisions, but it does mean that you are open to suggestions and that you care about their children. Be sure to identify for the parents the state, district, or school policies that may be limiting what you can do. Parents can then become advocates for their child; direct these parents and their suggestions to the appropriate people or office.

Be direct with parents about using the knowledge of their child's giftedness inappropriately. An example of the parents who included a

copy of the district letter confirming their child's giftedness in all their Christmas cards, can demonstrate such inappropriate behavior. Point out the harmful effect such actions can have on their child, that giftedness does not guarantee success, and that it has its own responsibilities.

If, after all this, a parent continues with unreasonable demands, he or she should be referred to your supervisor. Be sure to discuss the matter with your supervisor prior to this meeting.

4 How can I encourage parents to become advocates for gifted education?

Encourage parents to form a partnership with the school staff including the principal, librarian, and other teachers. Parents of gifted students often become the most active PTA members and school boosters. When parents show support for the school as a whole, it is more likely that staff members will be responsive to their requests regarding their gifted children. Remind them that improving education for all children adds to the quality of education their child receives.

Encourage the parents of your students to join the local parent support or advisory group for gifted education. All California programs for gifted are required to have a parent advisory component, but if no support group exists, suggest that even a small number could start one. They will find guidance for establishing a group in the CAG publication, *So You Want to Start a Parent Organization.*

Use CAG as a resource. Every CAG annual conference has a special one-day mini-conference designed for parents, and regional events are also planned with parent needs in mind. By joining CAG and encouraging your parents to do so, you and they will receive the *Intercom* newsletter that keeps you posted on scheduled workshops or presentations. Members also receive the *Communicator*, a quarterly journal, with articles and activities to help all of you to be more effective. You don't have to do it all yourself and neither do the parents; avail yourself of all the cooperation, knowledge, and support that others are so ready to share with you.

5 How can I become less isolated as a member of the faculty at my school?

We have all heard remarks such as, "Wow, what a plum job! I wish I had it so easy." "You teach the gifted and you can't spell?" The same stereotypes used to describe gifted students are often used in regard to their teachers. It is sometimes difficult to feel that one is a real part of the teaching staff. Communication is the best means of overcoming this. Express an interest in what other teachers are doing, request their help in areas of their strengths, and offer to share ideas you have found successful. Building linkages through joint activities such as cross-age buddies or tutoring can also be very effective in establishing faculty support.

Find yourself an ally or mentor. If you are the only teacher assigned to the education of gifted students in your school, seek out a teacher who has taught gifted students, or who currently has gifted students in his or her classroom, and share ideas, strategies, and materials. Also, join or help create a network among other teachers of gifted students in your district or region. Seek out these people for ideas, suggestions, and moral support, and arrange to visit their classes whenever possible. Check with your regional CAG educator representative to find out how you can reach teachers in your region. Names of the CAG regional representatives are listed inside the front cover of each *Communicator*, the professional journal of CAG, or you can call the CAG office for this information.

Gathering Resources

1 Where do I find resources for my class which support instructional strategies appropriate to gifted students?

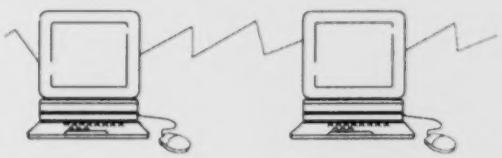
The state curriculum frameworks and other California Department of Education documents provide a wealth of information about specific content areas and topics. The science, history, fine arts, and technology frameworks are especially helpful in describing possible enrichment activities and strategies. Good textbooks often list supplementary materials which may include titles of more challenging resources appropriate for those students needing differentiation.

School and district personnel who have special training and experience in working effectively with gifted learners or who are specialized in content areas, may serve as mentors to the teacher of the gifted in helping to select both materials and strategies. Consider collaborating with department chairs, librarians, and other teachers, as well as with noneducator professionals in the community whose specialty area relates to the topic of study. This is a good reason to get involved with formal teacher education programs.

Conferences and workshops sponsored by state or national associations for gifted children provide valuable resources to teachers at every level of experience. The publications of these organizations and of the National Research Center on the Gifted and Talented also feature general as well as subject-specific articles to which the teacher may refer.

District and county education resources often have a wealth of materials and ideas for enrichment and in-depth work. Local universities, museums, and associations have education directors who can provide valuable materials and experience. Also be sure to check with community businesses such as banks, restaurants, and stores about forming partnerships. They often supply materials, speakers, mentors, and sites to support your lessons.

Electronic resources are becoming available that include special conference areas of commercial services such as America Online, and the freely accessible Internet. Also through the Internet, teachers may interact with distant peers to collaborate on projects, share ideas, and locate resources. University libraries are available through the various telecommunication tools of the Internet. The titles can be



searched on ASK ERIC. Educational technology organizations such as CUE (Computer Users in Education, California) and ISTE (International Society for Technology in Education) offer workshops, seminars, conferences, and publications to support teachers in their use of technology in the classroom.

2 Where can I go when I need to know more about particular needs and characteristics of gifted students and about appropriate strategies for addressing those needs?

There are a variety of professional books containing chapters on the characteristics, needs, and strategies for teaching gifted students referenced in this guidebook.

For students with double identification (e.g., underachieving gifted, bilingual gifted, learning disabled gifted, or those manifesting attention deficit disorder) the teacher can contact resource specialists at the county offices of education. Journal articles listed in the bibliography of this handbook are also helpful. It is critical that you study the students' personal cumulative record folders and site study team reports to help you understand the needs to be met in your particular program.

3 How do I provide for students who are gifted in areas outside of my own strengths?

Allow time in class, via curriculum compacting strategies, for such students to work in their specialty areas. Provide additional resources including: working with a group of students in another grade or classroom at the same school or at a different school site, working with a mentor on-site or off, and working with cross-age peer tutors, or study buddies. The teacher can collaborate with other teachers or parents in the district to develop a database of appropriate activities in the locale. Media specialists and librarians can be asked to create a reading list in various curriculum areas to support student research. Teachers can also work with school parent councils to build a mentor database, to support job shadowing, and to locate mentors and peers through electronic messaging services such as those found on the Internet. Assess parental support. If the parents can provide time and transportation, the options increase for opportunities that can be provided to the students.

4 How can I get students involved in finding resources themselves?

Introduce the students to theories about learning such as Bloom's Taxonomy, multiple intelligences, and learning styles. Help them become aware of their own needs and identify their own areas of strengths and weaknesses. Assist them in setting short- and long-term study goals, implementing their goals by establishing a plan or contract, and following through to their final product. Solicit support from parents and resource personnel and make them part of the student's study team and conference group. Provide time in the student's learning schedule for independent study during which the student can pursue areas of passion. After identifying the specialty focus, arm the student with research skills.

5 How can I be more active in shaping the district's policies and/or guidelines regarding our gifted programs?

Maintaining communication with district administrators and community parents is of vital importance. This can be accomplished by your district coordinator. If you do not have a coordinator for gifted programs in your district, consider producing a regular newsletter detailing current activities and achievements of the gifted students in your classroom. The newsletter can summarize CAG position statements and describe how the gifted program is in alignment with state frameworks. Help the coordinator demonstrate how the program supports the *It's Elementary*, *Caught in the Middle*, and *Second to None* documents, and show how it is supported by the state education code. Be sure to clarify how the program's mission statement reflects the characteristics and needs of the targeted group of students served. It is also appropriate for you and the coordinator to make reports at site council, PTA, and school board meetings outlining student growth and the benefits of gifted programs. Teachers can encourage a positive attitude toward gifted education by serving as researchers and publishing observations of problems faced by the whole school community.

Part II

Resources Teachers Need

CAG Philosophy, Services, and Publications

In order to advocate for programs for gifted students and to serve its constituents, the California Association for the Gifted maintains an office at 426 Escuela Avenue, Suite 19, Mountain View, CA 94040. You may reach the Office by several means:
Phone: 415-965-0653
FAX: 415-965-0654
E-mail, American Online: CBS2000@aol.com
The current Executive Director is Carol Brown Spencer.

STATEMENT OF PHILOSOPHY OF THE CALIFORNIA ASSOCIATION FOR THE GIFTED

The members of the California Association for the Gifted subscribe to and support these beliefs and values:

We believe that appropriate educational services should be provided to all children including the recognition and implementation of differentiated educational experiences that meet the special needs of children designated as gifted regardless of age, gender, ethnicity, or socioeconomic status.

We believe that gifted individuals are those who show or have the potential for showing an exceptionality in any one or combination of various forms of ability, therefore, gifted students require differentiated educational experiences and services beyond the regular curriculum.

We believe that the designation of gifted should be made only after the evaluation of a diverse and extensive body of traditional and/or non-traditional evidence has been made.

We believe that any identification procedure for gifted programs must be diverse and sensitive enough to allow students from a variety of cultures and backgrounds to show their highest level of ability regardless of how it may be expressed.

We believe that the unique characteristics of each gifted learner must be responded to differentially with individual planning. This will include, but not be limited to, the pace of learning, complexity of content, depth of involvement, and originality of expression.

We believe that the programs available to gifted learners must include a wide array of services and structures so that their differentiated needs can be met effectively.

We believe that teachers of gifted students should be knowledgeable regarding the needs and best practices that will provide such appropriate differentiated educational services. Teachers should value intellectual inquiry, growth, and a commitment to the learning characteristics and needs resulting from gifted development.

We believe that the work of the Association can be enriched by the collaborative efforts of other organizations at the state, national, and international levels. For that reason we believe that it is important that such outreach efforts be initiated and supported by the Association.

We believe that the contributions and active participation of everyone involved in the lives of gifted students be included in the initiation, implementation, and evaluation of their education. To that end the Association seeks to provide a forum where parents, educational professionals, and gifted students can work

together to provide the most current and effective educational practices.

Therefore, **we believe** that any program for gifted students, as minimum conditions, must contain these elements:

- identification procedures that are diverse, extensive, and sensitive to students from a wide range of cultures, races, and ethnic groups.
- differentiated and individualized curricular experiences.
- an array of services and structures from which the most appropriate may be chosen to meet the individual needs of each gifted student.
- knowledgeable persons who can plan and implement appropriate programs and the best practices to meet the unique educational needs of gifted students.
- parent, professional, and student participation in the initiation, implementation, and evaluation of the gifted program.

WHO WE ARE AND WHAT WE DO

Membership
The members of the California Association for the Gifted (CAG) are parents, educators, and community members—anyone interested in the education of gifted and talented young people. Won't you join us?

Regional Activities
Mini-conferences and meetings throughout California are planned and sponsored by the two elected representatives in each of 11 CAG regions, often in conjunction with an affiliated organization active in that region.

Annual Conference
The major annual event is a three-day spring conference held in various locations around the state. This meeting draws together experts from across the country to share their expertise with CAG members and conferees. Educators and parents present workshops, and exhibitors display related materials. Conference flyers are mailed to members in September. If you are not a member, call the CAG office for your copy.

Political Involvement
CAG advocates for appropriate legislation and funding for gifted and talented programs. Membership dues support the efforts of a part-time lobbyist in Sacramento who monitors bills that could affect gifted education and assists with legislative strategies. CAG also maintains an active political action committee (CAG/PAC) which communicates with members through mailings called "CAG Cards" whenever issues in Sacramento are of particular importance to gifted education.

Publications
The *Communicator*, our official journal, is published four times a year. Each issue contains articles related to a specific theme in gifted education, e.g., identification, parenting the young gifted child, and talent development. The *Intercom* newsletter is published as often as needed and carries news of legislation, meetings, and special events. Committee work of the Board frequently leads to other publications which are offered for sale.

Scholarships
Endowments have been established to fund two scholarship programs. The May V. Seagoe Scholarship Fund awards scholarships to teachers for advanced studies or projects in the field of gifted education. Student scholarships are awarded for projects undertaken by students who have not yet completed high school. Contributions to the scholarship funds are tax-deductible.

Teacher Certification Program
The CAG Certificate of Completion Program is a comprehensive personalized program to assess what an educator already knows about gifted education and then provide a tailor-made series of experiences to round out that knowledge and increase teaching skills. Applicants have a year to accrue 48 hours of

learning experiences. During that time, they will work with an assigned CAG mentor selected specifically for his/her expertise.

Service to Districts
CAG has coauthored a document with the State Department of Education on differentiating the core curriculum to meet the needs of gifted students. Differentiated curricular units have been developed, and demonstration sites throughout the state are improving their programs. CAG assists with training and a stipend. Teacher Institutes are held throughout California where CAG-trained teachers help local teachers build on these units to construct differentiated curricula for GATE students.

The CAG Board
The Executive Committee is comprised of the President, Vice-President, Treasurer, Immediate Past-President, and the State Parent Council Chair. The Board of Directors consists of the Executive Committee, a parent and an educator representative from each of CAG's 11 regions, and appointed committee chairs. Board meetings are held several times a year and are always open to visitors. An executive director in the Mountain View office handles the day-to-day business of the organization.

State Parent Council
The State Parent Council is comprised of the 11 regionally elected parent representatives who serve on the CAG Board. The Chair of the State Parent Council is elected by statewide ballot. The Council meets in conjunction with CAG Board meetings to consider areas of specific interest to parents of gifted children.

CAG TEACHER INSTITUTES ON DIFFERENTIATING THE CORE CURRICULUM

Each year, CAG Teacher Institutes are held throughout California where CAG personnel and CAG-trained teachers assist local teachers develop skills in differentiating the core curriculum to meet the needs of the gifted students in their classes.

CAG offers parallel institutes in Differentiating the Core Curriculum — "A" for novices and "B" for experts. The two institutes are conducted simultaneously; you enroll in that which best suits you.

Which institute is right for you?
Institute "A" for novices is designed to help you answer the following questions:

- What is differentiation and what are its dimensions?
- How can the dimensions of differentiation be applied to the core curriculum?
- How can a basic lesson be differentiated for gifted students?
- How can differentiation be applied to independent study?
- What computer programs and laser video discs reinforce the dimensions of differentiation?
- How can differentiation be provided to LEP GATE students?

If you have attended previous CAG Teacher Institutes, Institute "B" for experts should be your choice. You will explore answers to the following questions:

- What are the relationships between critical thinking, problem solving, and the dimensions of differentiation?
- How can differentiation of the core curriculum be applied to the regular or heterogeneous classroom?
- How can authentic performance-based items and rubrics be designed and used to assess applications of depth and complexity in the core curriculum?
- What instructional strategies or models best facilitate teaching the dimensions of differentiation?
- How can a computer be used to develop the gifted student's independent study projects?
- How can teachers write a differentiated

unit of study to support the core curriculum?
- How can the sophisticated vocabulary related to depth and complexity be taught to gifted LEP students regardless of their developmental level?

For more information about CAG Teacher Institutes, including the dates and locations of those currently scheduled, call the CAG office at 415-965-0653.

CAG CERTIFICATE OF COMPLETION

The CAG Certificate of Completion program is a comprehensive personalized program that assesses what you know about the gifted and then provides an individualized series of experiences that round out and increase your knowledge and skills for teaching the gifted.

Participants have a year to accrue 48 hours of learning experiences related to a personalized plan of study. Working with an assigned CAG mentor, who has been selected specifically for his or her expertise and approved by the CAG Board of Directors, you will select learning activities from the following field of options to fulfill your defined plan of study.

1. Attendance at selected sessions at the CAG annual conference.
2. Attendance at CAG-sponsored regional out-reach activities including teacher institutes.
3. Participation in non-CAG activities such as university courses and district inservices that are approved by your mentor.
4. Conversations in person or via telephone with your assigned mentor.

The certificate of completion is not recognized in our state as either a diploma or credential; however, CAG anticipates that the certificate will be honored as verification that you have developed expertise from CAG, the only statewide association promoting the education of gifted students.

In applying for participation in the certificate program, you will be asked to describe your past and current activities related to gifted students in your class, school, or district, and to define your goals and objectives and the needs you wish to have fulfilled by such participation.

There is a fee of $150 for participation. This cost includes telephone meetings with your mentor. Registration for the CAG conference and regional outreach activities are not included in this fee.

If you are interested in this program, call the CAG office at 415-965-0653 for additional information and an application form.

OTHER PUBLICATIONS BY CAG

CAG has produced a number of publications addressing various issues related to gifted education. The titles include:

Guiding Gifted and Talented Students
Assessing and Identifying Students
Developing Policies for Gifted and Talented Programs
So You Want to Start a Parent Organization
Writings on Grouping/Tracking
Advocacy Handbook
Parent Handbook

For prices and ordering information, call the CAG office at 415-965-0653.

California Legislation Pertaining to Gifted Education

The following is not a complete reproduction of the legislation, but rather includes those segments most directly affecting local district management and classroom teachers. For the complete texts, see your district's official education codes.

EDUCATION CODE, CHAPTER 8

Section § 52200. Legislative findings and intent

a) The Legislature finds and declares that it is in the public interest to support unique opportunities for high-achieving and underachieving pupils in the public elementary and secondary schools of California who are identified as gifted and talented. The Legislature further declares its intent that special efforts be made to ensure that pupils from economically disadvantaged and varying cultural backgrounds be provided with full participation in these unique opportunities.

b) In addition, it is the intent of the Legislature to improve the quality of existing programs for gifted and talented pupils and to provide for experimentation in the delivery of the programs, including a variety of programmatic approaches and cost levels. It is also the intent of the Legislature to provide for the identification of gifted and talented pupils by individual school districts in a variety of ways so long as this does not serve to diminish the quality of programs for individual pupils.

c) The Legislature is committed to the belief that programs for gifted and talented pupils should include all of the following:
   1) Differentiated opportunities for learning commensurate with the gifted and talented pupil's particular abilities and talents.
   2) Alternative learning environments in which gifted and talented pupils can acquire skills and understanding at advanced ideological and creative levels commensurate with their potentials.
   3) Elements that help gifted and talented pupils develop sensitivity and responsibility to others.
   4) Elements that help to develop a commitment in gifted and talented pupils to constructive ethical standards.
   5) Elements that assist gifted and talented pupils to develop self-generating problem-solving abilities to expand each pupil's awareness of choices for satisfying contributions in his or her environment.
   6) Elements that help gifted and talented pupils develop realistic, healthy self-concepts.

Section § 52201. Definitions

a) "Gifted and talented pupil," as used in this chapter, means a pupil enrolled in a public elementary or secondary school of this state who is identified as possessing demonstrated or potential abilities that give evidence of high performance capability as defined pursuant to Section 52202.

b) "Program" means an appropriately differentiated curriculum provided by a district for gifted and talented pupils which meets the standards established pursuant to this chapter, and also includes the identification of these pupils.

c) "Participating pupil" means a pupil identified as a gifted and talented pupil who takes part in a program for at least one semester of a school year.

Section § 52202. Defining abilities that evidence high performance capability

Each district shall use one or more of the following categories in defining the capability: intellectual, creative, specific academic, or

leadership ability; high achievement; performing and visual arts talent; or any other criterion that meets the standards set forth by the State Board of Education pursuant to Section 52203. Each governing board shall also consider identifying as gifted or talented any pupil who has transferred from a district in which he or she was identified as a gifted and talented pupil.

Section § 52206. Program approaches: minimum time; academic component
The governing boards of school districts that provide programs pursuant to this chapter may establish programs for gifted and talented pupils consisting of special day classes, part-time grouping, enrichment activities, cluster grouping, independent study, acceleration, postsecondary education opportunities, and other program approaches as proposed by the governing board and consistent with the regulations of the State Board of Education. If the district establishes any of these programs, the district shall provide them to identified pupils for an amount of time each week that shall average a minimum of one class equivalent to 200 minutes per week for 30 weeks of the school year. The time requirements may be waived upon approval of the State Board of Education.

Each participating governing board shall determine the most appropriate curricular components for participating pupils within its district.

For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the performing and visual arts, each participating governing board shall concentrate part of its curriculum on providing participating pupils with an academic component and, where appropriate, with instructions in basic skills.

Section § 52208. Program assessment; parent participation
The governing board of each school district providing programs pursuant to this chapter shall: (1) conduct an annual assessment of the program; and (2) develop procedures that assure the ongoing participation of parents of gifted and talented pupils in the planning and evaluation of programs funded pursuant to this chapter.

Section § 52212. Application for program approval; records; responsible person
Each applicant school district shall submit an application for approval for a proposed program for gifted and talented pupils to the State Board of Education.

Each participating governing board shall maintain auditable records.

Each applicant school district shall designate, in its application to the State Board of Education, a person with responsibility for the development, identification procedure, and implementation of the local program for gifted and talented pupils, fiscal management, and the collection of auditable records for the independent evaluation.

TITLE 5 GIFTED AND TALENTED PUPIL PROGRAM

Chapter 3. Standards Used for Identification of Gifted and Talented Pupils

3820. Method of Identification
The school district shall have the responsibility for the development of a method for the identification of pupils as gifted and talented. The method of identification shall be included in the application and shall conform to these general principles:

a) Standards shall ensure the identification of pupils who possess a capacity for excellence far beyond that of their chronological peers.
b) Methods shall be designed to seek out and identify those pupils whose extraordinary capacities require special services and programs.
c) Provision shall be made for examining a pupil's range of capacities.

d) Methods and techniques of identification shall generate information as to a pupil's capacities and needs.
e) There shall be equal opportunity to be identified in the categories served.
f) Methods shall be designed to seek out and identify gifted and talented pupils from varying linguistic, economic, and cultural backgrounds.

3822. Categories for Identification
Each district shall use one or more of these categories in identifying pupils as gifted and talented. In all categories, identification of a pupil's extraordinary capability shall be in relation to the pupil's chronological peers.
a) Intellectual Ability: A pupil demonstrates extraordinary or potential for extraordinary intellectual development.
b) Creative Ability: A pupil characteristically:
   1) Perceives unusual relationships among aspects of the pupil's environment and among ideas;
   2) Overcomes obstacles to thinking and doing;
   3) Produces unique solutions to problems.
c) Specific Academic Ability: A pupil functions at highly advanced academic levels in particular subject areas.
d) Leadership Ability: A pupil displays the characteristic behaviors necessary for extraordinary leadership.
e) High Achievement: A pupil consistently produces advanced ideas and products and/or attains exceptionally high scores on achievement tests.
f) Visual and Performing Arts Talent: A pupil originates, performs, produces, or responds at extraordinarily high levels in the arts.
g) Any other category which meets the standards set forth in these regulations.

Chapter 4. Minimum Standards for Programs

Article 1. General

3831. General Standards
The following general standards apply to all types of gifted and talented programs:
a) Unique opportunities for high-achieving and under-achieving pupils who are identified as gifted and talented shall be provided.
b) Districts shall make provisions for ensuring participation of pupils in the upper range of intellectual ability.
c) Districts shall make provisions for ensuring full participation of pupils from disadvantaged and varying cultural backgrounds.
d) The quality of existing programs for gifted and talented pupils shall be maintained and/or improved.
e) Experimentation with a variety of programmatic approaches and cost levels shall be encouraged.
f) Written consent of a parent, guardian, or other person having actual custody and control of the pupil shall be on file with the district prior to the pupil's participation in the program.
g) The district program shall meet the specific needs and requirements, as specified in Education Code Section 52220(c), of gifted and talented pupils. Academic components shall be included in all program offerings.
h) The district program shall reflect the assessed needs of its identified pupils.
i) All identified gifted and talented pupils shall have an opportunity to participate in the gifted and talented program.
j) The district shall develop a written plan for the district program which shall be available for public inspection. The written plan shall describe the appropriately differentiated curricula for identified gifted and talented pupils as well as specify the methods used to examine the appropriateness of the identified pupil's total educational experience including articulation with other specifically funded programs which serve gifted and talented pupils. The plan shall include:
   1) The purposes of the program, including the general goals and specific objectives which pupils are expected to achieve;
   2) The rationale for the district's method of identification of gifted and talented pupils;

3) Where appropriate, procedure for the consideration of the identification and placement of a pupil who was identified as gifted or talented in the district from which the pupil transferred;
4) The services to be rendered and the activities to be included for pupils participating in special day classes, receiving special services, or participating in special activities for an amount of time as specified in Education Code Section 52206;
5) Plan for evaluating the various components of the program. Evaluation shall include an annual review of pupil progress and of the administration of the program;
6) Procedures for modifying the district gifted and talented program on the basis of the annual review;
7) A staff development plan based upon a needs assessment which includes specification of requisite competencies of teachers and supervisory personnel;
8) Procedures for ensuring continuous parent participation in recommending policy for planning, evaluating, and implementing the district program;
9) A procedure to inform parents of a pupil's participation or nonparticipation in the gifted and talented program;
10) An objective related budget.

Article 2. Types of Programs

3840. Special Day Classes and Special Services or Activities

All program options shall be in compliance with applicable state and federal regulations. Programs may consist of:

a) A "Special Day Class" for gifted and talented pupils consists of one or more classes (as defined in Education Code Section 51016) totaling a minimum school day where each of the one or more classes meets the following requirements:
   1) It is composed of pupils identified as gifted and talented.
   2) It is especially designed to meet the specific academic needs of gifted and talented pupils for enriched or advanced instruction and is appropriately differentiated from other classes in the same subjects in the school.
   3) It is taught by a teacher who has specific preparation, experience, personal attributes, and competencies in the teaching of gifted children.
b) Part-time Grouping: Pupils attend classes as defined in Education Code Section 51016 or seminars which are organized to provide advanced or enriched subject matter for a part of the school day. These classes are composed of identified gifted and talented pupils.
c) Enrichment Activities: Pupils remain in their regular classrooms but participate in supplemental educational activities planned to augment their regular educational programs. In these supplemental educational activities, the pupils use advanced materials and/or receive special opportunities from persons other than the regular classroom teacher.
d) Cluster Grouping: Pupils are grouped within a regular classroom setting and receive appropriately differentiated activities from the regular classroom teacher.
e) Independent Study: Pupils are provided with additional instructional opportunities through either special tutors or mentors, or through enrollment in correspondence courses specified in Education Code Section 51740 and Section 1633 of this title. These opportunities shall be supervised by a certificated person employed by the pupil's school district.
f) Acceleration: Pupils are placed in grades or classes more advanced than those of their chronological age group and receive special counseling and/or instruction outside of the regular classroom in order to facilitate their advanced work.
g) Postsecondary Education Opportunities: High school pupils for a part of the day attend classes conducted by college or community college or participate in College Entrance Examination Board Advanced Placement programs. When needed, the high school shall provide books and supplies.

h) Services for Underachieving Gifted and Talented Pupils: Pupils receive services designed to assist them in developing basic skills needed to overcome, as soon as possible, their underachievement and to enable them to achieve in their academic classes at levels commensurate with their individual abilities. This shall not preclude their participation in other program options.

i) Services for Linguistically Diverse, Culturally Divergent and/or Economically Disadvantaged Gifted and Talented Pupils: Pupils receive services designed to assist them to develop their potential to achieve at the high levels commensurate with their abilities. This shall not preclude their participation in other program options.

j) Other: Pupils participate regularly, on a planned basis, in a special counseling or instructional activity or seminars carried on during or outside of the regular school day for the purpose of benefitting from additional educational opportunities not provided in the regular classroom in which the pupils are enrolled.

k) Other services or activities approved 90 days in advance by the Superintendent of Public Instruction.

SCHOOL-BASED EDUCATION CODE

Article 3. School Plans

§ 52851. Application for funds without complying with certain chapter provisions or regulations

a) A school district and school may apply to receive funds allocated pursuant to Article 4, Chapter 8, without complying with the provisions of those statues or the related California Administrative Code regulations, provided that the school and school district meet the criteria established in this article.

§ 52852. School site council; composition

A school site council shall be established at each school which participates in school-based program coordination. The council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by the parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) equal numbers of parents, or other community members selected by parents, and pupils.

At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under category (a).

Existing schoolwide advisory groups or school support groups may be utilized at the school site council if those groups conform to this section.

An employee of a school who is also a parent or guardian of a pupil who attends a school other than the school of the parent's or guardian's employment, is not disqualified by virtue of this employment from serving as a parent representative on the school site council established for the school that his or her child or ward attends.

§ 52852.5 Duties of governing board of school district

c) Ensure that funds coordinated pursuant to this article are used to supplement, not supplant, existing state and local fiscal efforts and that schools which receive the funds shall have base expenditures comparable to nonparticipating schools.

§ 52853. Contents of school plan; annual review or modification; new budget

The school site council shall develop a school

plan which shall include:

a) Curricula, instructional strategies and materials responsive to the individual needs and learning styles of each pupil.
b) Instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking pupils, including instruction in a language these pupils understand; educationally disadvantaged pupils; gifted and talented pupils; and pupils with exceptional needs.
c) A staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs. Staff development programs may include the use of program guidelines that have been developed by the superintendent for specific learning disabilities, including dyslexia, and other related disorders. The strategies included in the guidelines and instructional materials that focus on successful approaches for working with pupils who have been prenatally substance exposed, as well as other at-risk pupils, may also be provided to teachers.
d) Ongoing evaluation of the educational program of the school.
e) Other activities and objectives as established by the council.
f) The proposed expenditures of funds available to the school through the programs described in Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school through the programs described in Section 52581 shall include, but not be limited to, salaries and staff benefits for persons providing services for those programs.

The school site council shall annually review the school plan, establish a new budget, and if necessary, make other modifications in the plan to reflect changing needs and priorities.

§ 52854. Time during regular school year to advise students or conduct staff development programs

A school site council may request, as part of its school plan, the provision of time during the regular school year to advise students or conduct staff development programs and receive full average daily attendance reimbursement under the provisions of Section 46300. That time shall not exceed eight days each year for each participating staff member.

§ 52857. Portion of grant under gifted and talented pupil program to be included in school budget

The district governing board shall determine the portion of the district's grant pursuant to Chapter 8 (commencing with Section 52200) of Part 28 that shall be allocated to the school for inclusion in the school budget developed pursuant to subdivision (f) of Section 52853.

Examples of Characteristics of Gifted Students

The Cognitive Domain

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems	Examples of Classroom Strategies
Extraordinary quantity of information, unusual retentiveness	To be exposed to new and challenging information about the environment and the culture: aesthetic, economic, political, social aspects To acquire early mastery of basic skills	Boredom with regular curriculum; impatience with "waiting for the group"	Information organized at levels of difficulty with self-checking pretests and post-tests available; and a a variety of methods for learning available at each level
Advanced comprehension	Access to challenging curriculum and intellectual peers	Poor interpersonal relationships with less able children of the same age; adults considering children "sassy" or "smart aleck"; a dislike of repetition of already understood concepts	Group discussion on mutually selected topics; work on advanced topics of interest; advanced materials available
Unusually varied interests and curiosity	To be exposed to varied subjects and concerns; to be allowed to pursue individual ideas as far as interests take them	Difficulty in conforming to group tasks; overextending energy levels, taking on too many projects at one time	Mentor program; simulations; learning centers, individual learning packets
High level of language development	Opportunity to encounter and use increasingly difficult vocabulary and concepts	Perceived as a "show off" by children of same age	Edit and publish a book, journal, play, or TV script
High level of verbal ability	To share ideas verbally and in depth	Dominates discussions with information and questions deemed negative by teachers and fellow students; use of verbalism to avoid difficult tasks	Work on projects of student's choosing that involve communication and exchange of opinions in a variety of ways
High level of visual and spatial ability	Opportunities to express ideas visually; to learn integratively	Loses interest in work if limited to linear and sequential modes	Incorporate visual mode in lessons and products
Unusual capacity for processing information	To be exposed to a large variety of ideas at many levels	Resents being interrupted; perceived as too serious; dislikes routine and drill	Projects involving hypothesizing and hypothesis testing, for development of research skills
Accelerated pace of thought processes	To be exposed to ideas at rates appropriate to individual pace of learning	Frustration with inactivity and absence of progress	Brainstorming; speed reading; opportunities for acceleration of content; self-paced instructional materials
Flexible thought processes	To be allowed to solve problems in diverse ways	Seen as disruptive and disrespectful to authority and tradition	Teacher acceptance of unusual products; open-ended assignments; opportunities to examine and/or alter existing patterns physically and mentally

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The Cognitive Domain (cont.)

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems	Examples of Classroom Strategies
Comprehensive synthesis	To be allowed a longer incubation time for ideas	Frustration with demands for deadlines and completion of each level prior to starting a new inquiry	Continuous assessment of progress; individualized deadlines for products
Early ability to delay closure	To be allowed to pursue ideas and integrate new ideas without forced closure or products demanded	If products demanded as proof of learning, will refuse to pursue an otherwise interesting subject or line of inquiry	Presentation of dissonant events for solution; classroom creating climate of respect for ideas; opportunities for reflection
Heightened capacity for seeing unusual and diverse relationships and overall gestalts	To "mess around" with varieties of materials and ideas	Frustration at being considered "off the subject" or irrelevant in pursuing inquiry in areas other than subject being considered; considered odd or weird by others	Unstructured periods of time for exploring materials; teacher acceptance of unusual approaches; use of varied materials
Ability to generate original ideas and solutions	To build skills in problem solving and productive thinking; opportunity to contribute to solution of meaningful problems	Difficulty with rigid conformity; may be penalized for not following directions; may deal with rejection by becoming rebellious	Planning and implementing solutions to community problems
Early differential patterns for thought processing; thinking in alternatives and abstract terms, sensing consequences, making generalizations, and visualizing solutions	To be exposed to alternatives, abstractions, the consequences of choices, and opportunities for drawing generalizations and testing them	Rejection or omission of detail; questions generalizations of others, which may be perceived as disrespectful behavior; considers linear tasks incomplete and boring	Activities promoting the development of inquiry skills; instruction in and opportunities to analyze their own learning processes, communication, and decision making, to compare them with the processes used by peers and adults
Early ability to use and form conceptual frameworks	To use and design conceptual frameworks in information gathering and problem solving To seek order and consistency To develop a tolerance for ambiguity	Frustration with the inability of others to understand or appreciate original organizations or insights; personally devised systems or structure may conflict with procedures of systems later taught	Individual projects integrating knowledge from various areas of life into new divergent, and/or convergent physical and mental structures; designing learning experiences for others Simulations and other activities that emphasize the social cost of various solutions
An evaluative approach toward self and others	To be exposed to people of varying ability and talent and to varying ways of seeing and solving problems To set realistic, achievable shorter-term goals To develop skills in data evaluation and decision making	Perceived by others as elitist, conceited, superior, too critical; may become discouraged from self-criticism; can inhibit attempting new areas if fear of failure is too great; seen by others as too demanding, compulsive; can affect interpersonal relationships as others fail to live up to standards set by gifted individual; intolerant of stupidity	Self-evaluation and cooperative evaluation experiences Instruction and practice in goal setting, goal evaluation Introduction to models of decision making and practice in their use on real problems

The Cognitive Domain (cont.)

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems	Examples of Classroom Strategies
Persistent, goal-directed behavior	To pursue inquiries beyond allotted time spans	Perceived as stubborn, willful, uncooperative	Value clarification exercises, self-chosen projects, blocks of time
Intensity	To set and evaluate priorities		

The Affective Domain

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems	Examples of Classroom Strategies
Large accumulation of information about emotions that have not been been brought to awareness	To process the emotional meaning of experience cognitively	Information misinterpreted affecting the individual negatively	Task cards and group discussions based on feelings Awareness exercises
Unusual sensitivity to the expectations and feelings of others	To learn to clarify the expectations of others	Unusually vulnerable to criticism of others; high level of need for success and recognition	Self-esteem development lessons
Keen sense of humor—may be gentle or hostile	To learn how behaviors affect the the feelings and behavior of others	Use of humor for critical attack upon others resulting in damage to interpersonal relationships	Role playing and trust circles
Heightened self-awareness, accompanied by feelings of being different	To learn to assert own needs and feelings nondefensively; to share self with others, for self-clarification	Isolates self, resulting in being considered aloof, feeling rejected; perceives differences as a negative attribute resulting in low self-esteem and inhibited growth emotionally and socially	Assertive training activities
Idealism and a sense of justice, which appear at an early age	To transcend negative reactions by finding values to which student can be committed	Attempts unrealistic reforms and goals with resulting intense frustration (suicides result from intense depressions over issues of this nature)	Activities on valuing and character education
Earlier development of an inner locus of control and satisfaction	To clarify personal priorities among conflicting values To confront and interact with the value system of others	Has difficulty conforming; rejects external validation and chooses to live by personal values that may be seen as a challenge to authority or tradition	Simulations; study of leadership skills
Advanced levels of moral judgment	To receive validation for non-average morality	Intolerance of and lack of understanding from peer group, leading to rejection and possible isolation	Exercises in resolving moral dilemmas
High expectations of self and others, which often lead to high levels frustration with self, others, and situations	To learn to set realistic goals and to accept setbacks as part of the learning process	Discouragement and frustrations from high levels of self-criticism; maintaining good interpersonal relations as others fail to maintain high standards imposed by	Self-esteem activities

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The Affective Domain (cont.)

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems	Examples of Classroom Strategies
		gifted individual; immobilization of action due to high levels of frustration resulting from situations that do not meet expectations of excellence	
Unusual emotional depth and intensity	To find purpose and direction from personal value system To translate commitment into action in daily life	Unusual vulnerability; has problems focusing on realistic goals for life's work	Opportunities for involvement offered by various community groups Out-of-classroom opportunity to work with group selected by individual student
Sensitivity to inconsistency between ideas and behavior	To find a vocation that provides opportunity for actualization of student's personal value system as well as an avenue for his or her talents and abilities	Frustration with self and others leading to inhibited interpersonal relationships	Classroom discussion on ethical questions faced by persons in selected careers, and resolutions consistent with the student's value system
Strongly motivated by self-actualization needs	Opportunities to follow divergent paths, pursue strong interests, help in understanding the demands of self-actualization	Frustration of not feeling challenged; loss of unrealized talents	Values clarification exercises and self-esteem activities
Advanced cognitive and affective capacity for conceptualizing and solving societal problems	Encounters with societal problems Awareness of the complexity of problems facing society Conceptual framework for problem solving procedures	Tendency for "quick" solutions, not taking into account the complexity of the problem; young age of gifted person often makes usable alternatives suspect; older, more experienced decision makers may not take the gifted person seriously	Visiting experts and community workers; small group field trips for information Debates, simulations, analysis of real problems
Leadership	Understanding of various leadership styles and practice in leadership skills	Lack of opportunity to use this ability constructively may result in its disappearance from child's repertoire or its being turned into a negative characteristic, e.g., gang leadership	Leadership training groups; creating a government for the group; organizing social, cultural, or curricular programs
Solutions to social and environmental problems	Meaningful involvement in real problems	Loss to society if these traits are not allowed to develop with guidance and opportunity for meaningful involvement	Simulations; planning and implementing programs benefitting segments of the school community or the community at large
Involvement with the metaneeds of society (e.g., justice, beauty, truth)	Exploration of the highest levels of human thought; application of this knowledge to today's problems	Involvement in obscure groups with narrow, perfectionist beliefs	Great Books program; visiting experts; future studies
Global awareness	Exploration of issues related to the world community; awareness of personal talents contributing to world issues; commitment to humanity		Planning and implementing programs related to world community; foreign exchange programs; International Baccalaureate

The Physical Domain

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems	Examples of Classroom Strategies
Unusual discrepancy between physical and intellectual development	To appreciate one's physical capacities	Results in gifted adults who function with a mind/body dichotomy, gifted children who are only comfortable expressing themselves in mental activity, and results in limited development both physically and mentally	Sensory awareness activities Body awareness activity Activities to heighten awareness of the pleasures of having a healthy body, and of the means for healthy maintenance
Low tolerance for the lag between one's standards and athletic skills	To discover physical activity as a source of pleasure To find satisfaction in small increments of improvement To engage in noncompetitive physical activities or activities in which the child competes against self	Refuse to take part in any activities where they do not excel; limiting their experience with otherwise pleasurable activities	Physical education offered in a variety of structured, non-structured, competitive, cooperative, and individual processes
"Cartesian Split" can include neglect of physical well-being and avoidance of physical activity	To engage in activities leading to mind/body integration To develop a commitment to one's own physical well-being To extend this concern to the social and political realm	Detrimental to full mental and physical health; inhibiting to the development of potential for the individual	Invite teachers or advanced students of various physical/philosophical disciplines to visit class and hold demonstrations Instruction in techniques in relaxation and tension reduction

The Intuitive Domain

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems	Examples of Classroom Strategies
Early involvement and concern for intuitive knowing	Opportunities to converse meaningfully with philosophers and others on these ideas To recognize own intuitive energy and ability Guidance to develop and use intuitive energy and ability	Ridiculed by peers; not taken seriously by elders; considered weird or strange	Small group meetings with experts to discuss and explore phenomena Use of imagery, fantasy, and visualization
Open to experiences in this area; will experiment with intuitive phenomena	Guidance in becoming familiar with, analyzing, and evaluating such phenomena Should be provided an historical approach	Can become narrowly focused toward ungrounded belief systems	Lessons directed to use intuitive energy Discussions of scientific and nonscientific evidence Independent study of brain research and its relationship to intuition

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The Intuitive Domain (cont.)

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems	Examples of Classroom Strategies
Creativity apparent in all areas of endeavor	Guidance in evaluating appropriate uses of creative efforts Encouraging ongoing development of creative abilities	Seen as deviant; becomes bored with more mundane tasks; may be viewed as a troublemaker	Valuing activities dealing with results of the creative process Creativity exercises
Ability to predict; interest in future	Opportunities for exploration of "what if" questions; activities of probability and prediction	Loss of highly valuable human ability	

Source: B. Clark, *Growing Up Gifted*. Reprinted by permission of the author, published by Merrill/Prentice Hall.

Associations/The National Research Center on the Gifted and Talented

California Association for the Gifted (CAG)
An advocacy group made up of parents and educators who work to promote the welfare and appropriate education of gifted students.
426 Escuela Avenue, Suite 19
Mountain View, CA 94040
Phone: 415-965-0653 FAX: 415-965-0654

National Association for Gifted Children (NAGC)
An advocacy group consisting of parents, professional educators, and affiliate groups from the various states to support gifted education at the national level.
1707 L Street, NW, Suite 550
Washington, D.C. 20036
Phone: 202-785-4268 FAX: 202-785-4248

The Association for the Gifted (TAG)
The Council for Exceptional Children (CEC)
An advocacy group which focuses on the needs of gifted children within the broader range of diverse special needs children.
1920 Association Drive
Reston, VA 22091
Phone: 703-264-9474 FAX: 703-264-9494

Supporting the Emotional Needs of the Gifted, Inc. (SENG)
A group that is organized to provide information and support for the emotional needs of gifted children.
Kent State University
405 White Hall
Kent, OH 44242
Phone: 216-672-2294 FAX: 216-672-2512

World Council for Gifted and Talented Children
An organization that works to network educators involved in gifted education around the world.
The Belin/Blank International Center for Gifted Education and Talent Development
University of Iowa
210 Lindquist Center
Iowa City, IA 52242-1529
Phone: 800-336-6463 FAX: 319-335-5151

THE NATIONAL RESEARCH CENTER ON THE GIFTED AND TALENTED
The mission of the National Research Center on the Gifted and Talented is to plan, conduct, and disseminate theory-driven quantitative and qualitative research that is problem-based, practice-relevant, and consumer oriented. The Center is funded by the Office of Educational Research and Improvement, United States Department of Education.

You will find a number of the Center's publications cited in the bibliography of this guidebook. A complete list of products can be obtained by writing to the Center.
362 Fairfield Road, U-7
Storrs, CT 06269-2007
Phone: 203-486-4676
FAX: 203-486-2900

JOURNALS

Challenge
One of several publications by Good Apple, P.O. Box 55682, Boulder, CO 80323-5682. It is especially designed for use by classroom teachers in upper elementary grades; includes reproducible activity pages.

Communicator
The official publication of the California Association for the Gifted, 426 Escuela Avenue, Suite 19, Mountain View, CA 94040. It includes articles of interest to teachers, administrators, and parents, and is especially focused on gifted education in California.

Educational Oasis
One of several publications from Good Apple, P.O. Box 55682, Boulder, CO 80323-5682. It is designed for teachers of middle grades 6-9, and includes teacher-ready activities.

Gifted and Talented International (GTI)
The official publication of the World Council for Gifted and Talented Children, University of Iowa, 210 Lindquist Center, Iowa City, IA 52242-1529. This refereed journal has an international editorial board and solicits manuscripts of international interest.

Gifted Child Today
Prufrock Press, P.O. Box 8813, Waco, TX 76714-8813. This is an informative bimonthly publication with articles of interest to both parents and educators.

Gifted Child Quarterly
The official publication of the National Association for Gifted Children, 1155 15th Street N.W., Suite 1002, Washington, D.C. 20005. This is a scholarly journal with articles of interest to professionals.

Gifted Education Review
P.O. Box 2278, Evergreen, CO 80439-2278. Synthesizes current publications, articles, and research on the latest developments in gifted education.

Imagine
Johns Hopkins University Press, 1715 North Charles St., Baltimore, MD 21218-4319. This publication contains interesting and useful information for college-bound secondary students.

Journal for the Education of the Gifted
The official publication of the Association for the Gifted, a division of the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. This is a journal aimed at professionals in the field.

JSGE: The Journal of Secondary Gifted Education
Published by Prufrock Press, P.O. Box 8813, Waco, TX 76714-8813. Originally presenting articles primarily from a teaching perspective, this journal has evolved into one focusing on diverse topics from multiple research approaches, and with varied philosophical orientations.

Roeper Review: A Journal on Gifted Education
Published by Roeper City and Country School, P.O. Box 329, Bloomfield Hills, MI 48013. This journal focuses on current research and issues in the field of gifted education.

Understanding Our Gifted
Open Space Communications, Inc., P.O. Box 18268, Boulder, CO 80308-8268. This is a bimonthly journal addressing the intellectual, social, and emotional needs of gifted youth.

Part III

Annotated Bibliography

ANNOTATED BIBLIOGRAPHY

The references included here are by no means inclusive; they have been chosen either because they are classics in the field, or because they have been found to be especially useful to classroom teachers.

GENERAL WORKS

Clark, B. (1992). *Growing up gifted.* (4th ed.). New York: Merrill. This publication is a scholarly and comprehensive treatment of all aspects of giftedness from identification to special problem areas. It can be read in segments rather than as a whole when looking for specific areas of interest. Considered a classic in the field, it is appropriate for both parents and educators.

Davis, G., & Rimm, S. (1994). *Education of the gifted and talented.* (3rd ed.). Boston: Allyn & Bacon. This text is intended as an introduction to the field of gifted education. The basic principles and methods behind many aspects of program planning and development are explored. It includes specific rating forms, questionnaires, lists, and strategies. Guidelines for parenting and counseling gifted students are also provided.

Gallagher, J. (1994). *Teaching the gifted child.* (4th ed.). Boston: Allyn & Bacon. This book is designed to introduce students, teachers, and other educators to the basic concepts and techniques of education for gifted students. It includes five appendices with related material.

Marland, S., Jr. (1972). *Education of the gifted and talented.* Report to the Congress of the United States by the U.S. Commissioner of Education. Washington, D.C.: U.S. Government Printing Office, 1972, Vol. I-II. This report provided a benchmark concerning programs for the education of gifted and talented students at the federal, state, and local levels.

National Education Commission on Time and Learning. (1994). *Prisoners of time.* Washington, D.C.: U.S. Government Printing Office. This is an excellent overview of how time is misused in American schools with recommendations as to how to effect change.

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Ross, P. (1994). *National excellence: A case for developing America's talent: An anthology of readings.* Washington, D.C.: U.S. Department of Education. This is a companion to the 1993 publication and contains five monographs on various topics including an excellent overview by James Gallagher.

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GROUPING

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effects of programming arrangements on student learning outcomes (Research Monograph 94108). Storrs, CT: National Research Center on the Gifted and Talented. This empirical study clearly indicates that programs for the gifted are effective, with students participating in Special Schools, Separate Class, and Pull-Out programs showing substantially higher levels of achievement than those not in programs or those attending Within-Class programs.

Feldhusen, J. & Moon, S. (1992). Grouping gifted students: Issues and concerns. Gifted Child Quarterly, 36 (2), 63-67. The authors support a program of special provisions for gifted students while avoiding rigid tracking.

Kulik, J. (1992). *Analysis of the research on ability grouping.* Storrs, CT: National Research Center on the Gifted and Talented. Using meta-analytic methods of reviewing the literature, Kulik concludes that programs that entail only minor adjustment of course content have little or no effect on student achievement, while grouping programs that entail more substantial adjustment of curriculum to ability have clear positive effects on students.

Kulik, J. & Kulik, C. (1992). Meta-analytic findings on grouping programs. *Gifted Child Quarterly, 36* (2), 73-77. The authors support programs with significant amounts of curricular adjustment for gifted students and cite the benefits gifted students gain from grouping.

Rogers, K. (1991). *The relationship of grouping practices to the education of the gifted and talented.* Storrs, CT: National Research Center on the Gifted and Talented. This monograph discusses issues of grouping as related to enrichment, cooperative learning, and acceleration. It includes recommendations for practices involving ability grouping.

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Slavin, R. (1990). Ability grouping, cooperative learning and the gifted. *Journal for the Education of the Gifted, 14* (1), 3–8. Slavin states that cooperative learning methods have been just as successful with high achievers as with other learners, and points out social gains of gifted students when working with different groups of learners.

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CREATIVITY

Amabile, T. (1989). *Growing up creative: Nurturing a lifetime of creativity.* NY: Crown. The author presents a discussion of the origins and development of creativity from the view of a social psychologist.

Diaz, A. (1992). *Freeing the creative spirit.* San Francisco: Harper. The author guides the reader through activities and meditations which enable expansion of the creative process.

Gardner, H. (1993). *Creating minds.* New York: Harper Collins. This publication relates the roles of personality, support of peers, circumstances, and intelligence to the creative process by example and according to multiple intelligences theory.

Torrance, E.P. (1979). *The search for satori & creativity.* Buffalo, NY: Creative Education Foundation. This classic book contains myriad techniques to unleash creative thought in down-to-earth terms.

SPECIAL CHALLENGES (Underachievement, At-Risk Students, Minority Students)

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Ford, D. (1994). *The recruitment and retention of African-American students in gifted education programs: Implications and recommendations.* Storrs, CT: The National Research Center on the Gifted and Talented.

Referring to African-American gifted students as a "minority within a minority," Ford describes the barriers to successful recruitment and presents recommendations for successful retention.

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Kerr, B. (1994). *Smart girls too.* Columbus: Ohio Psychology Publishing. This book explains why bright girls who show promise in childhood and adolescence often fail to reach their potential.

Maker, J. & Schiever, S. (Eds.). (1989). *Defensible programs for gifted students from underserved populations: Cultural and ethnic minorities.* Austin, TX: Pro-Ed. This is a collection of writings dealing with specific minorities including Hispanic, African-American, and Native-American.

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Melear, L. (1991). *Educators guide to drug prevention.* Troy, MI: Melear Multi-Media, Inc. This book provides an introduction to both basic and advanced concepts of drug prevention for practical and immediate application in a school setting.

Rimm, S. (1995). *Why bright kids get poor grades.* New York: Crown Publishers, Inc. This is an updated version of Rimm's earlier work, *Underachievement Syndrome.* It includes descriptions of different types of underachievers, causes of underachievement, and a six-step program for reversing underachievement.

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Schmitz, C., & Galbraith, J. (1985). *Managing the social and emotional needs of the gifted: A teacher's survival guide.* Minneapolis, MN: Free Spirit Publishing. This is a very readable and practical work. It recognizes the many demands on the teacher's time and provides strategies to overcome obstacles.

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Association for Supervision and Curriculum Development. *Only the best: The annual guide to the highest rated educational software and multimedia.* Considered by practitioners as an essential tool in selecting appropriate software and multimedia materials.

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Berger, S. (1994). *College planning for gifted students: 2nd ed.* Reston, VA.: The Council for Exceptional Children. This work includes a step-by-step guide to defining goals and investigating and applying to colleges as well as information regarding test taking and financial aid.

Chris, J. (1995). *60 ways to assure success for your gifted children.* NY: Trillium/Royal Fireworks. Written originally for parents of gifted children, this resource has proven to be equally valuable to teachers. The book presents 20 lessons, each accompanied by three practical activities.

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Saunders, J. (1991). *Bringing out the best: A resource guide for parents of young gifted children.* Minneapolis, MN: Free Spirit Publishing. This guide includes hundreds of ways to promote creativity and intellectual development as well as suggestions for advocacy.

Smutny, J., Veenker, K., & Veenker, S. (1989). *Your gifted child: How to recognize and develop the special talents in your child from birth to age seven.* NY: Facts On File. This practical sourcebook covers topics such as language development, creativity, and how to choose schools. It includes a developmental checklist.

Walker, S. (1991).*The survival guide for parents of gifted kids.* Minneapolis, MN: Free Spirit Publishing. In addition to background information regarding the nature of giftedness, this work contains many "how to" guidelines for interacting with gifted children and advocating for them.

BOOKS FOR STUDENTS

Adderholdt-Elliott, M. (1987). *Perfectionism: What's bad about being too good?* Minneapolis, MN: Free Spirit Publishing. This book is intended to be read by students, but is also an excellent resource for teachers. It has an easy reading style with built-in activities.

Delisle, J. (1987). *Gifted kids speak out.* Minneapolis, MN: Free Spirit Publishing. Gifted students talk about school, friends, and families in 6000 surveys collected by the author.

Galbraith, J. (1984). *The gifted kids survival guide: For ages 10 and under.* Minneapolis, MN: Free Spirit Publishing. This guide includes tips for making school more challenging and interesting, coping with stress, and setting goals.

Galbraith, J. (1983). *The gifted kids survival guide: For ages 11–18.* Minneapolis, MN: Free Spirit Publishing. This book uses the same format as the guide for younger children but addresses issues of the older child.

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Part IV

CAG Position Statements: A Glossary

CAG Position Statements: A Glossary

The California Association for the Gifted has developed this Glossary to:

- communicate and extend understanding of the many terms used to describe general and gifted education.
- establish common definitions of terms to facilitate better discussion and debate about the implications of these terms for gifted.
- enhance the ability of advocates for the gifted to be more conversant about the population they are serving.

This glossary has been designed to present information in this way:

Term	Word or phrase
Definition	The accepted meaning of the term as it relates to both general and gifted education
Implications	The issues, concerns, and considerations of the term as it is applied specifically to gifted students and gifted education

Ability Grouping
Grouping students by need, interest, or ability. Groups can be formed and reformed to meet varied instructional purposes. All students need to participate in both homogeneous and heterogeneous grouping patterns. Ability grouping is not synonymous with "tracking."

CAG advocates the flexible grouping of gifted students. They need to be in groups with other gifted students for some part of their educational program. Ability grouping may take many forms beneficial to gifted learners. (See also Heterogeneous/Homogeneous Grouping and Tracking.)

Academic Excellence
Expecting each student to work at maximum level toward a set of external standards as defined by state, district, and/or school. Learning and performing for each student should be at a challenge level commensurate with each student's skills and developed abilities.

The standards of excellence and appropriate challenge for gifted learners should be defined by their abilities and needs, as well as the expectations held for them by experts in various fields, educators, parents, and the community.

Accelerated Learning
Pacing students through the curriculum at a rate commensurate with their advanced ability, allowing them to go as far and as fast as they want to go.

CAG supports the use of full- or part-time acceleration as effective methods to meet the needs of gifted learners. Skipping grades and compacting the curriculum by eliminating content the student has already mastered are among a variety of methods which allow for expansion of curriculum for gifted students in a non-traditional pattern.

Advanced Placement
A program in which a secondary student can gain college credit and/or advanced college placement. Advanced placement is obtained

by successfully meeting criteria established by higher education institutions on a nationally given and scored Advanced Placement examination.

CAG supports Advanced Placement opportunities as one method to meet the needs of gifted and other able learners.

Affective Learning
Incorporating into the curriculum opportunities for students to address values, attitudes, and appreciations of self and others.

CAG supports the development of the whole child. In addition to academic opportunities, guidance services should be provided for the gifted to meet their psychological and social needs.

At-Risk
Students who may underachieve or who may drop out of school. Unmet economic, physical, emotional, linguistic, and/or academic needs may inhibit a student's ability to learn or attend school.

That a gifted student may also be an at-risk student is being more widely recognized. (See also Underachieving.)

Authentic Assessment
Process of evaluating student learning using student products or performance instead of traditional standardized tests. It allows students to be evaluated with regard to their individuality and creativity.

CAG supports authentic assessment practices for gifted students. (See also Portfolio Assessment, one method of authentic assessment.)

Categorical Program
A special-purpose program funded with grants from the state and/or federal government. Funds from the grant must be spent for purposes (specific goals) defined in statutes by the state and/or federal government.

Gifted are among the groups of children for whom special programs have been earmarked at both the state and federal level. Other categorical programs serve low-income families, the handicapped, and the limited English speaking. Some gifted students may be served by one or more of these other categorical programs.

Cluster Grouping
A method for organizing a heterogeneous classroom by assigning students with similar needs, interests, and/or abilities to the same classroom.

As the percentage of gifted students in a heterogeneous classroom increases, cluster grouping becomes beneficial to the gifted. It provides for the gifted child to work during the academic day with other gifted students who share similar needs, interests, and abilities.

Collaborative Learning
A teaching strategy whereby students are expected to share expertise and effort in order to create a common project/product.

Gifted children need opportunities to share responses with other students of like abilities and/or interests in order to improve and extend their understandings and skills. (See also Cooperative Learning.)

Constructivism
This view of learning is based on the premise that all learners make sense of (construct) their worlds by synthesizing new experiences with what they already know and understand. Hence, students create as well as consume knowledge.

A constructivist teacher poses meaningful, open-ended questions; uses rich, primary-source materials; and demands quality evidence of student learning. In a constructivist classroom, students are encouraged to collaborate, problem solve, and learn autonomously with work that is personally relevant.

CAG supports the basic premise of constructivism; however, the principles of constructivism should not be misused to lower standards or eliminate ability grouping and the pursuit of individual learning.

Content/Process/Product
The elements of curriculum. Content is the subject matter. Process is the skill included in the curriculum. Product is the output of learning or form of communication such as writing, illustrating, performing, debating, etc.

Gifted students need differentiated content, process, and product. For optimum learning for GATE students, the product should be flexible, the content must be extended in depth and complexity, and the processes should emphasize creativity, problem solving, and critical thinking.

Cooperative Learning
The practice of assigning a common task and/or project to a group of students with varying ability levels often reflecting the full range of student achievement and aptitude. The purpose of such learning is to prepare students to live in a democratic society; to help them understand group membership and group dynamics; and to allow them to practice both leadership and follower skills.

CAG supports cooperative learning in some circumstances, but cautions against misuse of the process. Misuse of the process occurs when gifted children are assigned to help others learn rather than being allowed to advance at their own faster pace. (See also Collaborative Learning.)

Core Curriculum
The common knowledge and skills to be learned by all students of a particular grade as determined and specified by a local school district. The California State Department of Education specifies reading, writing, mathematics, history-social science, and science to be core curriculum. The state frameworks provide guidance to a local district in its decision-making process.

CAG believes gifted students must have opportunities that are differentiated from the core curriculum to meet their educational needs. A challenging curriculum for the gifted may require going beyond grade level expectations. CAG believes that appropriately differentiated opportunities for the gifted can enhance the educational experience for all students.

Creativity
The human attribute of constructive originality. It is the process of combining what exists into something new. The something new could be procedure, idea, or product relative to the individual. Creativity needs to be nurtured in students to develop the abilities necessary to affect our society with new ideas and solutions to problems.

Creativity is one of the identification and program categories designated by GATE law. Fostering creativity should be part of all GATE curricula.

Critical Thinking
The development of analytical thinking for purposes of decision making. This includes using specific attitudes and skills such as analyzing arguments carefully, seeing others' points of view, and reaching sound conclusions.

Curriculum for gifted must include opportunities to practice critical thinking in conjunction with subject matter acquisition and content mastery. (See also Content/Process/Product.)

Curriculum Compacting
A process used to give students validation for what they already know. It allows students who demonstrate mastery to omit portions of assigned curriculum, or to move more quickly through curriculum than would be typical. Students are thus able to "buy time" which can be used to accelerate content or to pursue enrichment activities while the unit is being taught to other students.

CAG supports the use of curriculum compact-

ing as one means of providing appropriate programming for advanced students. It is important, however, that the "time bought" be used by students to pursue their studies in greater depth and complexity, and to further their own educational goals. Students should not be expected to use the extra time by serving as teachers' helpers, in tutoring less advanced classmates, or in doing repetitive work already mastered.

Differentiation
Adapting the curriculum to meet the unique needs of learners by making modifications in complexity, depth, and pacing. It may include selecting, rather than covering all, the curriculum areas dependent on the individual needs of students.

CAG believes that curriculum should be differentiated for all students and that in all classrooms there should be multiple paths for success. The major purpose of GATE differentiation is to challenge the advanced learner. Contemporary educational ideas such as authentic assessment, collaborative learning, whole language, ungraded curriculum, or thematic interdisciplinary curriculum are not differentiated within themselves, but they can facilitate differentiation for the gifted.

Elitist
Advocating the selection and treatment of people as superior in some way and therefore favored.

CAG believes that promoting challenging programs for gifted students should not be equated with elitism. CAG rejects the idea that providing differentiated learning experiences to gifted students is discriminatory, or that such experiences are a means of separating the gifted from, and/or valuing the gifted above, other types of students. Good gifted programs help students not only fulfill their academic potential, but help them appreciate the contributions and diversity of others.

Enrichment
Activities that supplement the core curriculum. Such activities are generally not specified in the curriculum and are selected by the teacher and/or students in a given classroom.

CAG believes that enrichment opportunities such as field trips, special speakers or demonstrations, special projects, community involvement or enrichment materials such as computers, reference materials, literature books, and arts materials should be provided for all students. Funds from all categorical programs in California serving "targeted" groups of students, including School Improvement funds, may be used for these purposes. Such activities or material acquisitions do not constitute a gifted program or a differentiated curriculum. Enrichment opportunities for the gifted should involve students in interaction with new ideas and topics not ordinarily included in the core curriculum. The interaction should lead to a deeper understanding of the regular curriculum, with new knowledge emerging from the students' own creative efforts. (See also Core Curriculum.)

Equity
Fair and impartial learning opportunities and access to good teaching for all students. In order to meet educational needs at all levels of development, these opportunities should encourage and enable all students to develop to their fullest potential.

Equity should allow for learning experiences especially designed to meet the needs of gifted as well as other students with unique learning abilities. CAG believes challenging programs must be provided for all students. Equity in the quality of education each student receives does not mean the "outcome" or standard for each student will be the same.

Gifted and Talented Education (GATE)
As defined by California Education Code 52201: "Gifted and talented child, means a child enrolled in a public elementary or secondary school of this state who is identified as possessing demonstrated or potential abili-

ties that give evidence of high performance capability as defined pursuant to Section 52202."

Section 52202 states: "For the purposes of this chapter, the demonstrated or potential abilities that give evidence of high performance capability shall be defined by each school district governing board in accordance with regulations established by the State Board of Education. Each district shall use one or more of the following categories in defining such capability: intellectual, creative, specific academic, or leadership ability; performing and visual arts talent; or any other criteria which meets the standards set forth by the State Board of Education (pursuant to Section 52203). Each governing board shall also consider identifying as gifted or talented any student who has transferred from a district in which he or she was identified as a gifted and talented child." Thus, each district establishes its own identification standards to meet the needs of its student population.

CAG advocates an inclusive definition of giftedness. However, all identification standards must include multiple and varied criteria and give equity to members of underrepresented populations. Student products, normed/standardized test results, student performance, and observational scales are some of the methods used in identification. Factors which may adversely affect student performance such as economic hardship or linguistic difference must also be considered. Children must be encouraged and allowed to demonstrate a wide variety of abilities and talents that traditionally are not measured by standardized tests.

Grading
The evaluation of student work by teachers; usually recorded in letter grades or in percentages.

CAG supports grading practices for gifted students that are founded on appropriate assessment techniques and reflect student achievement in a differentiated curriculum. Comparing gifted students' work to the norm of their age or grade peers is limiting to their educational development. Grading practices should be referenced to content and performance standards.

Heterogeneous/Homogeneous Grouping
Grouping heterogeneously generally occurs by chronological age level and without regard for the diverse needs of students, their learning styles, or their interests. Homogeneous grouping is based on common criteria such as the students' interests, special needs, or academic abilities.

CAG believes students should be grouped for at least some part of the educational day in an appropriate setting, based on a commonality of the students' intellectual, academic, and/or affective needs. There should be a defined educational experience in this grouping.

Honors Class
A secondary level course specifically designed to be advanced in content, process, and product. Traditionally, students who meet prerequisite criteria are accepted into these courses.

CAG believes this is one way to ensure a more challenging and differentiated curriculum. Honors classes should be available for, but not limited to, identified gifted students.

Independent Study or Self-Directed Study
Allowing students to follow individual or self-selected areas of interest and specific aptitude by designing and implementing their own study plans. Close monitoring by teachers is an essential component of independent study.

Independent study is an appropriate programmatic provision for gifted learners at any level, and necessitates teacher (or other qualified adult) instruction and supervision as integral features of the program.

Individualization
Providing a specific program that meets the particular needs, interests, and/or abilities of an individual student for some part of his/her

educational experience. It does not mean, however, that every child is working in isolation on a different level or a different subject at all times. It does mean that students are working on levels commensurate with their assessed ability, needs, and/or interests.

CAG believes differentiation and individualization resulting from challenging activities or assignments which are interactive and open-ended in content, process, and/or product can facilitate the education of gifted learners. Individualization may also utilize mentorships, internships, independent research, and/or early college entrance programs.

Instructional Scaffolding
An apprenticeship approach to instruction which places the teacher in a collaborative, interactive role with students by providing carefully structured and sequenced support as they undertake new and more difficult tasks. Emphasis is on teacher modeling, extension, rephrasing, questioning, praise, and correction rather than on the teacher as evaluator.

Instructional scaffolding is an effective instructional classroom model for classes with gifted students because it allows and encourages a shared exchange of ideas between teacher and students as students take on increasing responsibility for their own learning. The teacher plans and initiates a framework of classroom activities. The planned activities provide opportunities for the students to develop their own purposes rather than simply providing responses to fit into a teacher's predetermined outcome. This methodology encourages higher order reasoning as well as basic skills learning.

Intelligence Quotient (I.Q.)
A measure of ability or aptitude at a given point in time, comparing children of the same chronological age. Originally it was considered to be the sole way of measuring student ability. Current thinking now accepts I.Q. as one of the many ways to measure a student's academic potential.

CAG continues to support use of I.Q. tests as one effective method of identification when used with other measures or observations due to the high correlation between most schooling tasks and the cognitive tasks measured by I.Q. tests.

Interdisciplinary Curriculum
A curriculum that is structured to study a topic or concept by gathering and relating information and ideas from multiple disciplines.

CAG believes interdisciplinary learning is one method to differentiate the core curriculum. Making connections or new relationships among disciplines enhances student understanding of the complexity of the content under study.

International Baccalaureate (IB)
A rigorous international pre-university course of study, leading to examinations, that meets the needs of highly motivated and academically superior secondary school students. IB has a comprehensive classics curriculum (languages, sciences, mathematics, and humanities) that allows its graduates to fulfill education requirements of various nations. Only schools approved by the IB organization may offer the program. Also, school fees are charged by the IB organization.

CAG supports the International Baccalaureate program as a way of challenging academically gifted students in a program utilizing world-class standards. However, the high cost and the approval process make it a difficult program to implement.

Learning Styles
A student's preference for a mode of learning and/or a type of learning environment. For example, a student could favor auditory learning in an independent learning environment.

CAG believes students should have learning opportunities that introduce them to, and allow them to participate in, a range of multi-

ple and varied modalities, resources, and environments.

Magnet School or Magnet Program
Many school districts, especially those with large student enrollments, select individual schools to emphasize particular programs or services. Some magnet programs focus on specific learning areas such as math, science, or performing arts. Others are designed to serve a specific student population such as highly gifted or gifted and high ability students. Since space is usually limited, special entrance requirements may apply.

CAG supports a wide variety of alternative programs so that parents and students can select the most appropriate learning environment for a given child.

Mandated Program
A legally required program or action authorized by law.

Special Education programs are mandated; GATE programs in California are not. In order to assure GATE programs in every district, GATE would have to be mandated. Without mandation, on-going advocacy is necessary in each district to initiate and to maintain GATE programs.

Mentor
An adult member of the community who can provide expertise and/or advice in a field of study or other community endeavor when matched with a student on a one-to-one basis.

CAG supports mentor programs as one way to meet the needs of gifted students.

Multiple Intelligences
The theory that intelligence can be expressed in a variety of ways and is not limited to the rational linear mode. The theory commonly associated with Howard Gardner identifies at least seven intelligences: linguistic, musical, spatial, logical-mathematical, bodily-kinesthetic, interpersonal, and intrapersonal.

CAG advocates the continued exploration and research of intelligence in all its forms of expression to promote better understanding of human potential and service to students.

Nomination
A referral process for consideration of a student into a specialized or categorical program.

The GATE nomination process should allow for administrator, teacher, parent, and self-referral.

Non-Traditional Identification
An alternative means of identification using instruments and procedures that provide an assessment of students that is not norm-referenced or standardized.

CAG believes that the diversity of students necessitates more varied approaches to assessing and interpreting their abilities. Traditionally, students have been identified as GATE on the basis of their general intellectual abilities (I.Q.) or specific academic aptitudes. (See also Authentic Assessment.)

Norm-Referenced or Standardized Test
A test used to determine an individual's status with respect to the performance of other individuals on that test. A "norm" group is the large number of examinees who have taken a particular test and whose scores form the basis of the norms. Such a test may be based on national norms, state norms, or local norms. At every level of educational test usage, it is necessary to match the scope of the test with the purpose that test is supposed to perform.

As standardized tests are often used in the screening and identification of gifted students, CAG cautions against the misinterpretation of test results. The question to ask is, "Is the test an appropriate measure to verify a student's gifts and talents?"

Open-Ended Question
Provides opportunities for more than one "right" solution or answer. Student response

is judged by the logic by which the response is explained or defended. Students must be able to recognize tasks without a label, draw upon prior knowledge, generate relevant approaches on their own, and articulate their reasoning.

CAG believes open-ended questions and assignments allow gifted students to respond at a more challenging level.

Outcome-Based Education (OBE)
The underlying principle of OBE is that decisions about curriculum and instruction should be based on desired competencies students would demonstrate at the end of their formal education. The outcomes sought by supporters of OBE include not only grades or scores on reports or tests, but student demonstrated performance of real-life abilities such as planning and design, creation and production, leadership, and organization.

CAG supports the basic premise of OBE so long as high standards are maintained, gifted learners are permitted to go beyond grade level expectations, and the required demonstrations are of significant learning. Curriculum must not be limited to prescribed outcomes only.

Peer Grouping
A practice which indicates voluntary or assigned matching of students by shared characteristics such as age, ability, need, and/or interest in order to affect teaching and learning.

In a group of intellectual peers, age is not a criteria for grouping. CAG supports cross-age grouping practices.

Portfolio Assessment
A collection of student products used to measure student progress and achievement. A collection of student products is often used to evaluate abilities to determine the appropriateness of placement in a program such as visual and performing arts. This practice allows students to demonstrate a wide variety of abilities and talents that traditionally are not measured well by standardized tests. Material in a portfolio may be student selected. (See also Authentic Assessment.)

CAG believes portfolio assessment is an effective way to provide a profile of the gifted learner. It more closely parallels what adults in the "real" world do to exhibit the quality of their work.

Problem-Based Curriculum
Problem-based curriculum is a model that enables the learner to solve a problem using knowledge and skills across the disciplines. It enables gifted students to practice critical and creative thinking while researching information and organizing ideas to solve a real-world problem.

CAG believes that a problem-based curriculum involves the application of strategies and the acquisition of information that stimulates the needs, interests, and abilities of gifted students.

Rubric
A rubric or scoring guide is an assessment scale. Each interval along the scale represents a specific level of learning from the novice to expert. The levels of learning are accompanied by specific descriptors of the type and quality of work.

CAG believes that rubrics or scoring guides should be used to provide gifted students and their teachers with a clear understanding of what is expected as outstanding work. The highest levels of a rubric or scoring guide can be used to set goals for and define the level of performance of gifted students in a given area.

School Improvement Program (S.I.)
A K-12 categorical program funded by the State of California. Funds are used in selected schools for staff and curriculum development purposes, improvement in school climate and culture, management and leadership training, and direct classroom support.

S.I. funds are intended to benefit all students, including GATE students. School provisions for serving gifted students must be reflected in all school-site plans.

School of Choice
Opportunities for parents and students to select a school of attendance. California law permits all parents to choose which public schools they wish their children to attend given certain parameters including: space must be available (neighborhood children have priority), transportation must be provided by parents, and equal access must be assured. Choice is fundamental to the voucher system.

The CAG organization, as of this printing, has not taken a position on the issue of vouchers. However, CAG supports specialized opportunities for both inter- and intra-district student transfers to public educational institutions such as magnet, regional, residential (e.g., the North Carolina School of Science and Technology), or special schools (e.g., the Los Angeles County High School for the Arts).

Special Day Classroom
A programmatic term defining a homogeneous setting of students with common needs and/or abilities. The class can include multiple grades or ages.

CAG believes that this is one of the ways that facilitates the education of gifted students. This classroom setting allows for the appropriate implementation of differentiated curricula, including multidisciplinarity, lindividualization, depth and complexity in content areas, as well as pacing that is appropriate to the gifted learner. It also provides the vital interaction among peers necessary for gifted learners.

Site-Based Management (SBCP in California)
A current school restructuring model by which local autonomy is given to schools for planning and decision making. Also known as school-based management. A team of educators and community members assume responsibility and accountability for all education programs in a school, striving to assist all students to reach their fullest potential. Under SBCP, categorical funds MUST be used to supplement, not supplant services to special needs students.

Under SBCP, categorical funds may be commingled to serve a greater number of students. Needs of gifted students must still be addressed. The school's approved instructional plan MUST reflect differentiated curricular opportunities and delivery services for GATE students.

Standards
Standards are defined by the California State Department of Education as follows:

Content standards means the specific academic knowledge, skills, and abilities that all public schools in this state are expected to teach and all pupils are expected to learn in each of the core curriculum areas, at each grade level.

Performance standards are standards that define various levels of competence at each grade level in each of the curriculum areas for which content standards are established. Performance standards gauge the degree to which a student has met the content standards and the degree to which a school or school district has met the content standards.

CAG believes that schools must be prepared for gifted students to exceed content standards and have all materials and experiences pre-planned and accessible to facilitate their progress as appropriate.

CAG believes that while performance standards state specific performance goals, it is still necessary to incorporate modification for gifted students including advanced levels of depth, complexity, novelty, and acceleration. The inclusion of these elements in setting standards ensures that gifted students will be provided challenging learning experiences.

Sunset
A legislative term indicating the stated procedure and date of review for continuation or termination of a categorical program.

The sunset date for legislation regarding the GATE program was removed in 1993. The legislature has the prerogative, however, to reinsert a sunset clause if it chooses.

Thematic Curriculum
A curriculum which focuses on the study of a topic or concept that is specific, such as "animals," or global, such as "change." The theme serves as an organizing element to provide continuity and "connectedness" for learning.

CAG believes a thematic curriculum that is defined and focused allows for continuous in-depth learning for gifted students.

Tracking
Fixed groups that are rigidly maintained over time. This word is NOT synonymous with grouping and does not preclude opportunities for special needs groups for any learner at some time.

CAG's position is that no child should be "locked into" an on-going educational program that perceives and instructs him/her in only one aspect of his/her dimensionality. Its inappropriateness for gifted learners can be seen when those with specific aptitude, or who perform at high levels in only one area, are involved in advanced learning experiences in all areas of study.

Underachieving
A discrepancy between recognized potential and actual academic performance. The causes of underachievement may be social, emotional, physical, and/or academic.

CAG's position is that a good program serves all of its gifted students, not just those who are achieving. Inappropriate curriculum often has as its consequence the underachieving gifted. Special counseling for underachieving gifted may constitute an appropriate learning opportunity.

California Association for the Gifted

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